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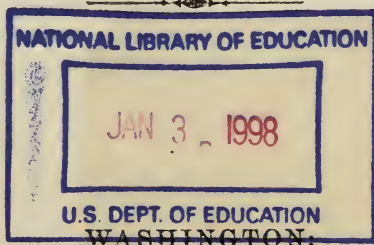
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Int

OF THE

COMMISSIONER OF EDUCATION

FOR

THE YEAR 1874.



GOVERNMENT PRINTING OFFICE.
1875.

ERRATA.

Page 106, line 32, after the words "Northwestern Christian," insert "University."

Page 461, strike out line "schools other than public."

Page 529, line 29, column 26, for 19,327 read 20,047.

Page 563, line 3, column 2, for Glenville, Pa., read Glenville, W. Va.

Page 563, line 4, column 1, for Stover read Storer.

Page 591, line 20, column 2, for Seabrook, N. Y., read Seabrook, N. H.

Page 601, line 1, column 5, for Chiniguy read Chiniquy.

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United States. Bureau of
Education.

Report of the Commissioner
of Education made to the



R O R T

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REPORT.

DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION,

Washington, D. C., November, 1874.

SIR: In accordance with law I herewith submit my fifth annual report.

The events of the past year are full of illustrations of the close relation of education to all other interests. The general depression of business throughout the country, resulting in diminished resources to communities and individuals, has had a marked effect. Parents have withheld children from school; communities have voted smaller taxes for educational purposes; cities have begun to retrench by reducing the salaries of teachers, and legislatures, to save expense, have stricken out some most necessary feature of the system. But while these results are evident, and any check to effort in this direction is to be regretted, still, a careful survey of the progress made throughout the whole country during the past year, in this great work of education, affords good reason for the belief that the citizens of the United States realize the necessity and value of their free public schools and are determined to maintain them. Nothing so fully illustrates and determines the welfare of a nation as the education of its people. On their culture all else depends. This Office, whose duty it is to observe, note, and communicate the facts bearing on this most important interest, has before it a task difficult of accomplishment without the co-operation of all friends of education throughout the land.

Next in importance to the culture of the people are the means by which it is attained. The right use of these means depends on the degree of knowledge and weight of conviction respecting them in the public mind. If the nation has a moral being and is to prosper or perish, according as the people possess intelligence and practice virtue, if education is the means by which these attainments are disseminated, is it not fair to infer that there must be for the national guidance a knowledge by the nation of its educational condition? This is true of any national interest—commerce, agriculture, manufactures. However limited it may be by local considerations, when any one would measure a single interest of this character, he may leave out some determining factor if he does not comprehend all its phases in the entire country. No private agency, indeed, no agency other than that of the General Government, is likely to be able to obtain the facts; and the National Government does incidentally obtain most of these facts of value for the purposes of administration.

Can it reasonably be charged that the gathering and distribution of such information tends to the concentration of power? Is it not rather the very opposite? It puts into the possession of every one who has intelligence to comprehend the given case all any officer can know, all that the whole nation can know. The principle is a grand equalizer, and is essential to the universal application of the primary ideas of republican as distinguished from other forms of government.

This Office is charged with the duty of collecting and disseminating this knowledge respecting the education and intelligence of the people. The results of its work depend on the impression made upon the public mind by the information it presents. The Commissioner is an educational signal-officer, who, from the facts ascertained by him, can only point out the path of danger or of safety; the choice rests with others.

Now, as the information given him can come only from the good-will of educators, both what he has to communicate and the effect of it depend upon others. These conditions create the strongest possible motive to fidelity, accuracy, and completeness.

If this Office performs its legitimate work in supplying the information indicated the citizens of each State and of every small community will possess, in its reports and publications, the means of comparing with their own the different methods and results which obtain in all the other States and communities. The possible value of such information is obvious; its practical utility in any given case is, of necessity, dependent

upon the use made of it. The province of the General Government extends no further than to the collection and distribution of this information, otherwise inaccessible to the private citizen, since each State collects only the statistics of its own schools.

Education is a debt due from the present to future generations. We should not forget that what people do for themselves they do also for their posterity; that if they are to perpetuate the blessings of liberty, they must do the works required to perpetuate them. In the history of any people the extent to which these principles have been apprehended and applied has been the measure of its growth, and they are, in a special sense, essential to the future well-being of our country, which is dependent upon the virtue and intelligence of all.

It would seem that no patriotic citizen could for a moment be indifferent to these considerations. But as one studies the facts collected by this Office in any year, he will find many evidences that the parental instincts are often overborne by unworthy and selfish impulses and that men, often eminent in their various pursuits seem to be utterly oblivious of any obligation on their part to understand, aid, or direct the forces which are to determine the condition of those who are to follow them. Men who lead in civil affairs are often utterly devoid of any proper conceptions of what public education means. This was not always so; fortunately, it is not altogether so now. But the great calamity is that indifference, incompetency, or other unfitness sometimes extends to those who take upon themselves the special administration of education as officers and teachers; whereas no ability, no attainments, no devotion can be too great for the discharge of any of these trusts. True educators find the simplest part of their task in the instruction; it is far more difficult to be certain that the work of the parent is well done, and that the minds of those administering public affairs are properly informed concerning this primary element of the public welfare and sufficiently interested in it.

In choosing our form of government our forefathers committed themselves to the task of building up a firm national character based on the intelligence of the whole people. It may be set down as a sign of peril whenever our statesmen shall consider any official position they may hold as bearing no relation to the intelligence of the people or the education of the young.

There are thirty-seven different State systems and eleven territorial systems and one hundred or more city systems of public education, no two of which are exactly alike; and so of colleges, academies, and other like institutions. Gathered from so many and diverse sources, this report offers facilities for the study of educational problems which would be impossible by investigation of the facts relating to any single system or by any less extensive field of observation—problems relating (a) to the direct elevation of men by the training of all their faculties; (b) to the promotion thereby of the increase of knowledge and the advancement of science and art; (c) to the study of education as the chief means by which individual and social burdens are to be borne (1) by its promotion of the conditions of bodily and mental health, thereby diminishing or alleviating the burden of disease and insanity; (2) by overcoming idleness and giving skill to industry, and thus reducing the burdens of pauperism and its many evils; (3) by showing how the physical, mental, and moral conditions of health have a tendency to reduce the grossness and fatality of vices and set up the strongest guards possible to a civil compact against the increase of crime and its manifold perils and burdens to property and life.

Our great extent of territory, with its diversities of climate and soil; our composite population, with its variety of races, nativities, and occupations; all citizens enjoying equal civil rights and living peacefully side by side, in the exercise of the largest personal freedom—these conditions, peculiar to our country or to our form of government, furnish problems of the greatest interest to political economists, statesmen, and philosophers. If all the facts that are properly of public record be annually observed, noted, collated in form for investigation and comparison, what can invalidate the conclusions they offer? Conclusions actually impossible when investigations are limited to any small locality, carry in themselves truths of incalculable consequence to every

community. To say that the process of generalization carried on in this Office is required as a measure of economy, when it is remembered that our expenditure for public education is not far from \$100,000,000 annually, is only stating a part, and that obviously the least part, of the truth. While it is apparent to any thoughtful person that the information thus collated may serve to prevent large annual expenditures which would otherwise be wasted by repeating in new localities experiments already proved worthless elsewhere, yet the greater part of the benefit derived is outside of and superior to pecuniary considerations. It will be found in suggestions of new and improved methods of instructions and in records of experiments tried in the introduction of new studies, or in the adaptation of present facilities to an increased number of pupils—*e. g.*, half-time schools—so that, from a knowledge of facts, the teacher may be enabled to act with greater efficiency and to secure better results. It is also evident that such a compilation placed in the hands of inexperienced trustees, directors, and superintendents, must make them more efficient in the discharge of their duties, such as the employment of teachers, the erection of buildings, the selection of methods of instruction and discipline, and all the details of school administration. A statesman who is familiar with this summary of facts can hardly fail to understand better his special responsibilities, whatever they may be. The annual reports of this Office have shown how the intelligence and virtue of the people in any section bear upon the returns of industry or the profits of capital, and how closely they are interwoven with the dearest personal, social, and civil rights and obligations. The Office thus becomes a direct and tangible tie, acquainting every school officer with every other, and giving each a clearer consciousness of the sphere of his activities.

SOURCES OF MATERIAL.

These are substantially the same as described in previous reports, save as they have increased in number and in the value of the facts presented. They are (1) all educational information printed by authority, either in the form of reports or catalogues or educational journals; (2) the returns made directly to the Office by State or city educational officials, or by the principals of schools, colleges, &c., on the blanks furnished, from which the statistical tables are made; (3) other communications made directly to the Office by teachers and officers of systems or institutions of education. The increased value of the statistics cannot be stated in a few words. It can be ascertained only by careful study of more than seven hundred details included in the answers made directly to the Office, covering the points which those having charge of the several institutions and systems seek for their own and the general good to make public. Great as is their value for a single year, it is much enhanced by the number of years brought into comparison.

A record of an interesting fact connected with these summarized statistics should not be omitted here. The forms adopted for the returns to this Office, previous to 1874, were arranged in the Office after careful study of the reports and consultation with the limited number of school officers accessible to the Commissioner at the time, with a view to a nomenclature for the several institutions and systems which might afford comparison upon points most essential to the correct understanding of each. But the growth of interest in this great voluntary effort of the teachers of the country to furnish or secure for their guidance this information had so greatly increased that at a meeting of the department of superintendence of the National Educational Association in 1874, a special committee was appointed on statistical forms.*

This committee, after careful consideration of the subject, reported at the ensuing meeting of the association in August, when their report was carefully considered by State and city officers present.

The forms adopted were commended to this Bureau by the official representatives of several States and cities, and were immediately accepted and published for the con-

*The committee consisted of Messrs. Harvey, of Ohio; Creery, of Baltimore; Rickoff, of Cleveland; Philbrick, of Boston; Northrop, of Connecticut; and Atkinson of Virginia. Mr. Harvey reported on statistical forms for States, and Mr. Rickoff on those for cities.

sideration of all State and city school officers. It should be remembered that certain features of the statistical reports from some of the States and cities are fixed by law. In some cities the nomenclature was determined by the action of the school board or committee. The changes, therefore, necessary in the adoption of the forms recommended by the committee involved in some cases legislation and in others additional action by the city boards. Any one who has attempted a generalization of facts from the several State and city school reports will have some conception of this difficult task, and of the efforts that have been made by the school officials throughout the country, which make it possible to present what will be found in the State and city tables of this report. It should be added that the present forms are by no means considered perfect. Already valuable suggestions have come in from educators, but it is deemed best to make these changes slowly, and only with the fullest advice of those interested.

The annexed comparisons, by years, of institutions, instructors, and students show an interesting and encouraging increase.

Statistical summary of institutions, instructors, and students, as collected by the United States Bureau of Education, for 1870, 1871, 1872, 1873, and 1874.

	1870.			1871.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City-schools.....					19,448	1,417,172
Normal schools.....	53	178	1,028	65	445	10,922
Business-colleges.....	26	154	5,224	60	168	6,460
Academies.....				638	3,171	80,227
Preparatory schools*						
Scientific and agricultural schools.....	17	144	1,413	41	303	3,202
Colleges for women.....	33	378	5,237	135	1,163	12,841
Colleges.....	266	2,823	49,163	290	2,902	49,627
Theological schools.....	80	339	3,254	94	369	3,204
Medical school†.....	63	588	6,943	82	750	7,045
Law-schools.....	28	99	1,653	30	129	1,722

	1872.			1873.			1874.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City-schools.....		23,194	1,215,897		27,726	1,564,663	()	16,433	976,837
Normal schools.....	98	773	11,778	114	837	16,620	124	966	24,405
Business-colleges.....	53	263	8,451	112	514	22,307	126	577	25,692
Academies.....	811	4,501	98,929	944	5,058	118,570	1,031	5,466	98,179
Preparatory schools*				86	690	12,487	91	697	11,414
Scientific and agricultural schools.....	70	724	5,395	70	747	8,950	72	609	7,244
Colleges for women.....	175	1,617	11,238	205	2,120	24,613	209	2,235	23,445
Colleges.....	298	3,040	45,617	323	3,106	52,053	343	3,783	56,692
Theological schools.....	104	435	3,351	110	573	3,838	113	579	4,356
Medical school†.....	87	726	5,995	94	1,142	8,631	99	1,121	9,065
Law-schools.....	37	151	1,976	37	158	2,112	38	181	2,555

* From 1870-'72, inclusive, this class of schools was included in the table of academies.

† Including schools of pharmacy and dentistry.

‡ Only 127 cities are included, in place of 533 cities and towns reported in 1873.

SCIENCE AND EDUCATION.

Science and education have ever been united by an inseparable bond. The progress of science is impossible without imparting culture; and that education is unworthy of the name which disregards science. Science must operate in a three-fold relation to education.

1st. It must unfold the subject of knowledge under consideration in the processes of the highest culture.

2d. It must obtain and impart a true conception of the human being under training—the agencies, laws or methods of growth, and of benefit or injury.

3d. Science, out of these two relations, must enter into a third, so to speak, in the work of education, which is, in fact, the bringing of these two previously-mentioned results into harmony. In this harmony we discern the philosophy of education, as it determines the studies and methods for the individual, or as it arranges the system for the commonwealth. In order to fulfill this last relation, so-called normal instruction has been instituted, and works and facts are observed and studied for the establishment of methods and systems.

Ignorant as instructors may be of the different subjects taught and of the nature of the persons receiving their instruction, they are often far more deficient in the knowledge and practice of any scientific methods of culture. Often the most learned man is the least efficient teacher, and the profoundest metaphysician most unskilled in training the mind.

All the administrative work of the educator—the organization of systems for States, cities, towns, and institutions; the selection of plans for school-buildings and of sites for buildings; the arrangement of courses of study, of methods of discipline, and the choice of teachers—all must be brought to the test of science and practice.

Equally necessary is it that all facts and statistics should be properly grouped and recorded; all methods and systems scrutinized and compared; and all the fruits of experience garnered for future instruction.

Fortunately for us in these days careful observation has been made of the causes which make the great differences between individuals and nations in prosperity, in character, and in social and civil ideas and customs; so that a careful student may, almost in a single year, review the universal experience of mankind in respect to education. Everywhere there is some contribution to a correct conception, some indication of the better methods of instruction. Moreover, now that so many principles essential to man's welfare have been defined, established, and accepted, every larger apprehension of human interests enforces with new emphasis the necessity and benefit of education. Indeed, even if the arts of peace are forgotten, and writers and rulers only seek to determine, after the old order of ideas, the possible supremacy of one nation over another on the field of battle, they no longer dare, with the lesson of Sadowa and Sedan before them, to leave out of their computations the element of popular intelligence. Peace and War now unite, and say to the teacher, "You have the first place in the conduct of human affairs;" and to the ruler, "Whatever your other responsibilities may be as president, governor, judge, or legislator, you will be derelict in duty if your first thoughts are not given to the training of the rising generation."

Nor do these convictions impress the minds of those alone who make a special study of this class of subjects. The researches of those most occupied with other subjects are leading them in the same direction. The tendency of all national experience, whether in China, Japan, Russia, Germany, France, or England, is the same. A man with some brief elevation of position may blindly threaten to arrest these tendencies, but we may be assured their onward course will continue and will yield better and more effective results.

The educator is no longer on the edge of human affairs; he occupies a central and causative position.

A study of the evils to which human nature is subject, whether bodily or mental, soon discloses how much they may be diminished and how often prevented by proper

obedience to the laws of body and mind; an obedience which right education always inculcates. Or, if the moral ills shown in certain phases of man's condition—idleness and vice, with their attendant pauperism and crime—are studied, it is found, while just laws properly enforced are absolutely necessary, that educational agencies are more potent for good. In the study of these principles we must not be guided by exceptions. Indeed, these, when correctly understood, serve as in other cases to prove the rule. Nor must we be deceived because our own limited experience or observation does not offer abundant illustration of this application in all its phases. Recalling how limited a draft we can make upon antiquity, we must keep in view the imperfection of records and of reports, and, remembering how slowly processes of accuracy and uniformity are perfected, make no haste in our conclusions. No one should be discouraged because he cannot see clearly exactly the part he is performing as a teacher or educational officer and discern the final results, labeled with his name; nor do differences upon any of the minor questions of education—*e. g.*, between private and public schools, between the ecclesiastical and the civil, between classical and scientific studies—offer good reasons why any individual should stand alone. In the general result every unit counts one. Schemes and methods may cross and recross each other's paths as planets in their orbits; yet, as all participate in the general forward movement of the system, they give, when understood, the science of education. It is only in this way, and after long years of experience, that scientific methods can fully take possession of education in the family, school, and State or city system.

In the universal adoption of this method will be found the remedy for the defects in educational systems now everywhere the subject of complaint. To reach and apply it, observations and records must be accurate and complete.

An eminent authority observes: "Science will never take its place among the chief elements of national advancement until it is acknowledged as such by that embodiment of the national will which we call the 'government.'"

Scientific administration in civil affairs, in this country, depends on the degree of appreciation it meets among the people. Under any form of government, science may be called in, and so far illustrate its beauties and benefits. The reason, therefore, why science is not now everywhere appreciated among us, is not found in the nature of things, nor in our form of government, but in lack of thoroughness in mental discipline. It is apparent that the universal diffusion of intelligence can never be accomplished merely by commercial activity or by legislation or by the administration of justice, or by any stimulus that can be applied to industry alone. In vain may the philanthropist push his organizations for reform, unless the "schoolmaster has been abroad." The success of his operations depends on the intelligence of those to be benefited. Our educational agencies must be adequate to instruct or benefit not only those native to the soil, but the hundreds of thousands from other nations coming among us.

The extent to which science enters into the civil affairs of a nation determines the grade of its civilization. It is a primary condition to the true function of the public schools of all grades that they should be open to every one who can attend.

The function of the higher grades of public schools is entirely misunderstood if it is thought that the benefits conferred are only for those who are taught in them. The institution of learning reared and conducted at the public expense imparts culture not only to those who enter its walls, but also to those outside yet subject to its influence. The misapprehensions which so often prevail respecting the uses and methods of scientific instruction are due in a great measure to the want of information extant on those subjects. Teachers, school-officers, and educators generally have it in their power to supply knowledge and correct misapprehensions. Every addition to the record of scientific results, in whatever form, whether of publication or lecture, which carries conviction on these points to a mind that did not possess it before, wisely contributes to the discharge of this responsibility.*

* The comparative study of systems and methods of education cannot be too much commended or cultivated.

I have been very much interested in the "Impressions of Eastern Schools," published by Hon. J. L. Pickard, the able and efficient superintendent of instruction in the city of Chicago, after a visit to the

STATE SYSTEMS OF PUBLIC INSTRUCTION.

The value of the following summaries, however great when compared State with State or studied in their domestic aspects, is greatly enhanced when they are brought into an international view. Any one who has attempted to answer foreign inquiries with reference to education in the United States will at once recognize the importance of these generalizations. It should be observed here that the imperfections of our information respecting educational affairs are not due to the incompetency of the officers of the State and city systems, or of the institutions of learning, or to any disinclination to furnish facts, but to inadequate means or opportunity. A glance at the reports of the State and territorial superintendents of the year conveys some idea of the almost insurmountable difficulties they encounter in preparing their reports, in consequence of the ignorance or incompetency of local school officers. Whatever their reports should include, that is first a subject of record in the State or territorial office, they can readily get in full, but so far as their information must come from the counties, districts, or towns, the absence or incorrectness of a single report mars the whole; and this may be for the time beyond remedy. Those who should not publish any of this information until it is complete would never publish it. This one fact alone, which must be confessed to our shame—i. e., that there are localities in the country which have not men of sufficient intelligence disposed to transact the necessary public business and make a record in an intelligible form—should be a source of alarm to the friends of republican institutions.

The following summary shows that all the States and Territories can now report their school population, and that the increase for the year is 416,125. This increase becomes apparent only in those States which annually enumerate a school population, and not those which unfortunately use for each decade the United States census. It is gratifying to observe the increase of the determination of each State to take an annual census of the school population. Four States (one less than in 1873) cannot report the number enrolled in the public schools, and yet there will be noticed an increased enrollment of 164,385. Only thirty States can report the number in daily attendance, or one less than in 1873, and yet there is an increase of 321,825 reported. Thirty-five out of thirty-seven States and eight out of eleven Territories report the number of teachers. The increase, exclusive of 148 from two Territories not reporting last year, is 24,223. Thirty-seven States and eleven Territories report the public-school income, which shows an increase for the year of \$1,232,656; but only thirty-five States and nine Territories can show their school expenditures.

TABLE I.—PART 1.—SUMMARY A.

The following summary shows what is now subject of record in the several States and Territories with regard to school age, school population, the number between six and sixteen years, number enrolled in the public schools, average daily attendance, and the average duration of school in days. This is the nearest approach made by the several States and Territories to an accurate knowledge of what their schools accomplish for their youth. Compared with the showing that could be made five years ago, it is gratifying; but, compared with what the friends of education in each State desire to know and to indicate, and for which they labor, it is very unsatisfactory. The States include, mainly for convenience in apportioning the public-school funds, an aggregate school population of 13,875,050. All of the States are able to report their school registration save Alabama, Arkansas, and Kentucky. If these three States were able to give their school enrollment, the total would probably reach above two-thirds of the aggregate above given. It should be remarked here that in some instances the pupil is reported

schools of some of the leading eastern cities. A very careful and competent observer, his views are valuable to any officer in or out of the systems he visited. Another, equally competent, might have seen differently. This possible difference of view of the many phases of school work may suggest to teachers the care to be taken in presenting correctly what their schools do. The parents and the local community should see and understand the whole precisely as it is. This is impossible without considerable effort.

as enrolled if he attends a single day. Taking this fact into consideration, in connection with the column of average duration of school in days during the year, it will be seen how meager the amount of instruction received in some States may be. There is an error against which the student of these figures should be on guard—the erroneous conclusion that, because all the children of school age are not in attendance one year, therefore they are to be reckoned among the total illiterate. On a moment's reflection, however, it will be observed that where the school age—as is the case in about three-fourths of the States and Territories—covers a period of sixteen years or more, a considerable portion of the school population could be out any one year, and yet in attendance in the course of this period a sufficient length of time to acquire an elementary education. The decennial census is the only means of applying any direct standard of illiteracy, and ascertaining the number in any State that never attends school to get a knowledge of reading and writing. State school officers understand and feel most deeply the need of this information, and deplore the fact that no adequate means for acquiring it are furnished.

The column of average daily attendance, taken in connection with average duration of school instruction in days, is a substantial indication of what is accomplished in the several States. It will be seen that New Jersey furnishes an average of 192 days, Maryland 188, Connecticut 174, against 50 for North Carolina and 65 for Georgia. The contrast in general intelligence that must result among the people is apparent. The differences that must be taken into account in all these comparisons are made too evident by these figures to require a specification.

Summary (A) of Table I, Part 1.

States and Territories.	School age.	School population.	Number between 6 and 16 years of age.	Number enrolled in public schools.	Average daily attendance.	Average duration of school in days.
Alabama	5-21	405,839				
Arkansas	5-21	194,314			32,863	
California	5-17	159,427		117,870	70,790	
Connecticut	4-16	133,528	111,273	114,257	67,172	174.18
Delaware	5-21	47,825		18,790		146
Florida	6-21	*67,000		21,196	15,897	
Georgia	6-18	394,037		135,541		65
Illinois	6-21	938,578		671,775	383,334	142
Indiana	6-21	654,739		489,044	311,272	113
Iowa	5-21	506,345		365,125	227,151	135
Kansas	5-21	199,010		135,598	77,386	110
Kentucky	6-20	474,514			114,603	
Louisiana	6-21	280,387		74,309		
Maine	4-21	225,219		127,395	103,611	112
Maryland	6-20	276,120		135,874	65,168	188
Massachusetts	5-15	292,481		297,025	210,248	168
Michigan	5-20	436,694		327,506	170,000	140
Minnesota	5-21	210,194	6132,544	128,902		133.2
Mississippi	5-21	349,813	300,000	223,089	109,792	100
Missouri	5-21	705,817		371,440	219,692	
Nebraska	5-21	72,991		47,718	46,833	81.7
Nevada	6-18	6,315		4,811	2,884	
New Hampshire	4-21	73,554		69,176	47,275	100
New Jersey	5-18	298,060	230,596	186,392	96,224	192
New York	5-21	1,596,846		1,044,364	515,525	175
North Carolina	6-21	348,603		146,737	97,830	50
Ohio	6-21	985,947	737,272	707,943	429,630	145
Oregon	4-20	40,898		20,680	15,169	
Pennsylvania	6-21	1,290,000		850,000	543,026	148
Rhode Island	5-15	43,800		39,491	24,434	179
South Carolina	6-16	239,102	230,102	160,719		100
Tennessee	6-18	429,384		258,577	161,089	
Texas	6-18	313,061		161,670	121,000	120
Vermont	5-20	89,541	662,896	78,139	50,023	111.7
Virginia	5-21	436,826		173,875	98,857	118
West Virginia	6-21	173,462		108,356	68,297	
Wisconsin	4-20	433,161		276,878		
Total		13,735,672	1,824,683	8,030,772	4,488,075	

* Estimated.

a The legal school age is 6-21.

b Between 5 and 15.

Summary (A) of Table I, Part 1—Concluded.

States and Territories.	School age.	School population.	Number between 6 and 16 years of age.	Number enrolled in public schools.	Average daily attendance.	Average duration of school in days.
Arizona.....	6-21	2,584	.....	343	.....	180
Colorado.....	5-21	19,309	.....	9,995	6,105	98
Dakota.....	5-21	6,312	.....	4,006	.....	.....
District of Columbia.....	6-17	31,671	29,133	17,830	12,688	200
Idaho.....	5-21	4,010	.....	2,030	.....	.....
Montana.....	4-21	3,758	2,210	1,935	1,700	68
New Mexico.....	.....	23,000	.....	5,420	.....	.....
Utah.....	4-16	33,297	.....	17,849	12,996	134
Washington.....	4-21	11,937	.....	7,502	.....	165
Wyoming.....	5-20	1,100	.....	1,000	.....	.....
Indian:						
Cherokee Nation.....	6-16	2,400	1,582	.....	.....	200
Choctaw Nation.....	6-16	.....	.....	1,200	.....	.....
Total.....	.....	139,378	32,925	69,209	33,489	.....
Grand total.....	.....	13,875,050	1,857,608	8,099,981	4,521,564	.....

Table showing the ages embraced in the school population of the several States and Territories.

States and Territories.	School age.	States and Territories.	School age.
Connecticut.....	4-16	New York.....	5-21
Utah.....	4-16	Virginia.....	5-21
Oregon.....	4-20	Colorado.....	5-21
Wisconsin.....	4-20	Dakota.....	5-21
Maine.....	4-21	Idaho.....	5-21
New Hampshire.....	4-21	South Carolina.....	6-16
Montana.....	4-21	Indian.....	6-16
Washington.....	4-21	District of Columbia.....	6-17
Massachusetts.....	5-15	Georgia.....	6-18
Rhode Island.....	5-15	Nevada.....	6-18
California.....	5-17	Tennessee.....	6-18
New Jersey.....	5-18	Texas.....	6-18
Michigan.....	5-20	Kentucky.....	6-20
Vermont.....	5-20	Florida.....	6-21
Wyoming.....	5-20	Illinois.....	6-21
Alabama.....	5-21	Indiana.....	6-21
Arkansas.....	5-21	Louisiana.....	6-21
Delaware.....	5-21	Maryland.....	*6-21
Iowa.....	5-21	North Carolina.....	6-21
Kansas.....	5-21	Ohio.....	6-21
Minnesota.....	5-21	Pennsylvania.....	6-21
Mississippi.....	5-21	West Virginia.....	6-21
Missouri.....	5-21	Arizona.....	6-21
Nebraska.....	5-21	New Mexico.....	(†)

* This is the *legal* school age. The school tax is distributed in proportion to population between 5 and 20, and the school population reported is between the latter ages.

† Not reported.

TABLE I.—PART 1.—SUMMARY B.

In the following table an attempt has been made by this Office to reduce the number embraced in the different school censuses to a uniform standard, and thus afford the means for a just comparison and study of the condition and progress of education in the several States. Special attention is here directed to the column showing the population between 6 and 16 years. If each State furnished by accurate census the facts herein shown by estimate, and the number enrolled between 6 and 16, and the average daily attendance of those between 6 and 16, most valuable comparative lessons could be drawn. This column has not been filled without seeking for a basis for estimate. Ohio includes in the school population all between 6 and 21 years, and also provides by law for a careful enumeration of all between 6 and 16. The difference between the two enumerations in Ohio is taken as the basis of these estimates. The Ohio commissioner of common schools, in his last report, gives the number of the school population between 6 and 21 years as 985,947, and the number between 6 and 16 years as 737,272, the latter number being about 75 per cent. of the former; in other words, the required ratio of reduction, taking the enumerations of Ohio for a basis, is about 5 per cent. for each year over 16 (or the same percentage for each year under 6 in case of States enumerating children under that age) embraced in the "school population," 6-21.

The attention of those who desire to compare our public-school systems with those of other countries may be specially invited to this point.

Table showing school age, school population, number between 6 and 16 years of age, &c., in the States and Territories.

States and Territories.	School age.	School population.	Number between 6 and 16 years of age.	Number enrolled in public schools.	Average daily attendance.	Average duration of school in days.
Alabama.....	5-21	405,830	* 234,088	.....	.....	.....
Arkansas.....	5-21	194,314	* 136,019	.....	32,863	.....
California.....	5-17	159,427	* 143,484	117,870	70,790	.....
Connecticut.....	4-16	133,528	a 111,273	114,857	67,172	174.18
Delaware.....	5-21	47,825	* 33,477	18,700	.....	146
Florida.....	6-21	† 67,000	* 50,250	21,196	15,897	.....
Georgia.....	6-18	394,037	* 354,633	135,541	.....	65
Illinois.....	6-21	938,878	* 704,158	671,775	383,334	142
Indiana.....	6-21	654,739	* 491,054	453,044	311,272	113
Iowa.....	5-21	506,345	* 354,441	365,125	227,151	135
Kansas.....	5-21	199,010	* 139,307	135,598	77,386	110
Kentucky.....	6-20	474,514	* 379,611	.....	114,603	.....
Louisiana.....	6-21	280,387	* 210,290	74,309	.....	.....
Maine.....	4-21	225,219	* 146,392	137,395	103,611	112
Maryland.....	65-20	276,120	* 207,090	135,874	65,168	188
Massachusetts.....	5-15	292,431	* 292,431	297,025	210,248	168
Michigan.....	5-20	436,694	* 327,520	* 327,506	170,000	140
Minnesota.....	5-21	210,194	a c 152,544	123,902	.....	133.2
Mississippi.....	5-21	349,813	a 300,000	223,089	109,792	100
Missouri.....	5-21	705,817	* 494,071	371,440	210,692	.....
Nebraska.....	5-21	72,991	* 51,093	47,718	46,833	81.7
Nevada.....	6-18	6,315	* 5,683	4,811	2,884	.....
New Hampshire.....	4-21	73,554	* 47,810	69,176	47,275	100
New Jersey.....	5-18	298,000	a 230,596	136,392	96,224	192
New York.....	5-21	1,596,846	* 1,117,792	1,044,364	515,525	175
North Carolina.....	6-21	348,603	* 261,452	146,737	97,830	50

* Estimated by the Bureau.

a From reports of State superintendents.

b The legal school age is 6-21.

† Estimated.

c Between 5 and 15.

Table showing school age, school population, &c.—Concluded.

States and Territories.	School age.	School population.	Number between 6 and 16 years of age.	Number enrolled in public schools.	Average daily attendance.	Average duration of school in days.
Ohio	6-21	985,947	a737,272	707,943	429,630	145
Oregon	4-20	40,898	*22,628	20,680	15,169	.....
Pennsylvania	6-21	1,200,000	*600,000	850,000	543,026	148
Rhode Island	5-15	43,800	*43,800	39,401	24,434	179
South Carolina	6-16	230,102	a230,102	100,719	.....	100
Tennessee	6-18	420,384	*378,345	258,577	161,089	.....
Texas	6-18	313,061	*281,754	161,670	121,000	120
Vermont	5-20	89,541	a602,896	72,139	50,023	111.7
Virginia	5-21	436,826	*305,778	173,875	98,857	118
West Virginia	6-21	173,462	*130,096	108,356	68,297	.....
Wisconsin	4-20	453,161	*317,212	276,878	.....	.....
Total .....	.....	13,735,672	10,442,492	8,030,772	4,488,075	.....
Arizona	6-12	2,584	*1,938	343	.....	180
Colorado	5-21	19,309	*13,516	9,995	6,105	98
Dakota	5-21	6,312	*4,418	4,006	.....	.....
District of Columbia	6-17	31,671	a29,133	17,839	12,688	200
Idaho	5-21	4,010	*2,807	2,030	.....	.....
Montana	4-21	3,758	a2,210	1,935	1,700	88
New Mexico .....	.....	23,000	.....	5,420	.....	.....
Utah	4-16	33,297	*29,967	17,849	12,096	134
Washington	4-21	11,937	*7,759	7,592	.....	165
Wyoming	5-20	1,100	*825	1,000	.....	.....
Indian:						
Cherokee Nation	6-16	2,400	a1,582	.....	.....	200
Choctaw Nation .....	.....	.....	.....	1,200	.....	.....
Total .....	.....	139,378	94,155	60,203	33,489	.....
Grand total .....	.....	13,875,050	10,536,647	8,092,981	4,521,564	.....

* Estimated by the Bureau.

a From reports of State superintendents.

b Between 5 and 15.

TABLE I.—PART I.—SUMMARY C.

Summary of the number of teachers employed in the public schools, and the average salary of teachers per month, in the respective States and Territories:

States and Territories.	No. of teachers employed in public schools.		Average salary of teachers per month.	
	Male.	Female.	Male.	Female.
Alabama .....	.....	.....	.....	.....
Arkansas	(2,035)	.....	\$60 09	\$46 00
California	943	1,525	.....	.....
Connecticut	711	2,246	69 03	36 65
Delaware .....	.....	.....	.....	.....
Florida	(590)	.....	35 60	35 00
Georgia	(3,500)	.....	.....	.....
Illinois	9,036	12,033	48 19	33 46

Summary of the number of teachers employed in the public schools, &c.—Concluded.

States and Territories.	No. of teachers employed in public schools.		Average salary of teachers per month.	
	Male.	Female.	Male.	Female.
Indiana	7,586	5,419	\$50 00	\$49 00
Iowa	6,250	10,713	36 33	28 01
Kansas	2,360	2,683	37 24	23 69
Kentucky	2,656	1,017	.....	.....
Louisiana	797	697	40 00	40 00
Maine	1,935	4,372	36 17	16 20
Maryland	1,112	1,577	40 89	40 89
Massachusetts	1,078	7,637	94 33	34 34
Michigan	3,156	9,120	52 45	27 01
Minnesota	*1,306	*1,463	*41 36	*30 52
Mississippi	1,800	2,700	55 00	55 00
Missouri	6,281	3,395	39 87	30 36
Nebraska	1,252	1,483	37 98	32 30
Nevada	35	80	(100 56)	.....
New Hampshire	482	3,330	44 87	24 90
New Jersey	960	2,256	65 77	38 00
New York	7,187	22,435	.....	.....
North Carolina	(2,690)	.....	30 00	25 00
Ohio	9,911	12,464	60 00	45 00
Oregon	(860)	.....	45 92	34 46
Pennsylvania	8,807	11,240	42 95	35 87
Rhode Island †	290	940	83 65	43 73
South Carolina	1,559	977	32 81	30 39
Tennessee	4,227	1,324	33 03	33 03
Texas	(4,214)	.....	63 00	47 00
Vermont	667	3,733	45 62	25 65
Virginia	2,529	1,433	32 74	32 15
West Virginia	2,541	801	35 70	29 55
Wisconsin	(9,332)	.....	47 42	32 13
Total number of teachers	(239,873)	.....	.....	.....
Arizona	6	5	100 00	100 00
Colorado	139	168	60 00	50 00
Dakota .....	.....	.....	.....	.....
District of Columbia	20	256	113 00	75 00
Idaho .....	.....	.....	.....	.....
Montana	52	44	72 83	57 82
New Mexico	(113)	.....	(26 25)	.....
Utah	211	190	40 00	16 00
Washington .....	.....	.....	.....	.....
Wyoming	5	15	85 00	85 00
Indian:	.....	.....	.....	.....
Cherokee Nation	66	53	225 00	200 00
Choctaw Nation	(54)	.....	.....	.....
Total number of teachers	(1,437)	.....	.....	.....
Grand total	(241,300)	.....	.....	.....

* For winter schools.

† These numbers include 89 male and 119 female teachers employed in the evening schools.

‡ Average in the counties, not including twenty-four cities. Average in the twenty-four cities: male \$100; female, \$37.10.

XVIII REPORT OF THE COMMISSIONER OF EDUCATION.

Statement showing monthly compensation of teachers in public schools.

States and Territories.	Male.	Female.	States and Territories.	Male.	Female.
Cherokee Nation, Ind. Ter.....	\$225 00	\$200 00	Vermont	\$45 62	\$25 65
District of Columbia.....	113 00	75 00	New Hampshire	44 87	24 90
Nevada	(100 56)		Pennsylvania	42 95	35 87
Arizona	100 00	100 00	Minnesota.....	41 36	30 52
Massachusetts	94 33	34 34	Maryland	40 89	40 89
Wyoming	85 00	85 00	Louisiana	40 00	40 00
Rhode Island	83 65	43 73	Utah	40 00	16 00
Montana	72 83	57 82	Missouri	39 87	30 36
Connecticut	69 03	36 05	Nebraska	37 98	32 30
New Jersey	65 77	38 00	Kansas.....	37 24	28 69
Texas	63 00	47 00	Iowa	36 38	28 01
Colorado	60 00	50 00	Maine	36 17	16 20
Ohio.....	60 00	45 00	West Virginia.....	35 70	29 55
Arkansas	60 00	40 00	Florida.....	35 00	35 00
Mississippi.....	55 00	55 00	Tennessee.....	33 03	33 03
Michigan.....	52 45	27 01	South Carolina.....	32 81	30 39
Indiana	50 00	40 00	Virginia.....	32 74	32 15
Illinois.....	48 19	33 46	North Carolina.....	30 00	25 00
Wisconsin	47 42	32 13	New Mexico	(26 25)	
Oregon	45 92	34 46			

TABLE I.—PART 2.—SUMMARY A.

The following abstract, from the above table of the appendix, shows, so far as the States and Territories are able to report, the income for public-school purposes, and several important items of expenditure :

States and Territories.	Annual income.	Annual expenditure.					Estimated real value of sites, buildings, and all other school property.
		Sites, buildings, and furniture.	Salaries of superintendents.	Salaries of teachers.	Miscellaneous.	Total.	
Alabama.....	\$474,345						
Arkansas	405,464	\$55,913	\$33,000	\$355,624		\$441,537	
California.....	2,052,604	189,844		1,534,657	\$353,871	2,078,372	\$4,445,140
Connecticut	1,542,489	226,705	20,000	959,229	271,568	1,477,442	
Delaware	*192,397					192,397	
Florida	103,774					139,870	
Georgia.....	265,000					265,000	
Illinois	7,893,591	1,000,960	63,856	4,634,622	2,157,244	7,865,682	22,894,116
Indiana.....	2,211,328	775,517				775,517	10,373,692
Iowa	4,827,288	1,128,654	(a)	2,444,886	856,339	4,429,879	9,624,383
Kansas	1,868,903	374,957	73,930	723,579	151,532	1,923,998	4,029,782
Kentucky.....	6717,350						
Louisiana.....	739,068	25,139	35,300	601,388	133,374	795,201	681,445
Maine	1,318,580	150,220	32,340	951,773	133,840	1,268,173	3,079,311
Maryland.....	1,506,086	301,465	25,440	983,683	219,484	1,530,072	
Massachusetts	4,522,491	1,646,679	118,575	2,253,211	32,051	6,050,507	

* In 1873.

a Included in teachers' salaries.

b Estimated.

c Includes fuel, care of fires and rooms.

Income for public-school purposes, &c.—Concluded.

States and Territories.	Annual income.	Annual expenditure.					Estimated real value of sites, buildings, and all other school property.
		Sites, buildings, and furniture.	Salaries of superintendents.	Salaries of teachers.	Miscellaneous.	Total.	
Michigan	\$1,094,776	\$536,307	.....	\$1,017,311	\$600,901	<i>a</i> \$3,054,519	\$9,000,000
Minnesota	1,254,160	323,602	(<i>b</i>)	678,606	153,334	1,155,542	2,338,700
Mississippi	940,000	50,000	\$49,200	900,000	15,000	1,014,200	2,000,000
Missouri	2,117,662	285,036	.....	1,125,605	217,722	1,638,353	6,774,506
Nebraska	\$34,595	\$59,114	.....	323,633	190,653	882,800	1,553,926
Nevada	146,181	22,241	.....	83,548	18,512	124,301	121,011
New Hampshire	493,874	103,742	.....	.....	.....	103,742	2,232,079
New Jersey	2,304,398	613,238	29,619	1,429,179	147,650	2,219,686	6,000,732
New York	12,298,720	1,962,198	152,516	7,601,519	1,687,264	11,403,497	29,216,149
North Carolina	*498,794	25,100	.....	158,129	8,445	*191,674	.....
Ohio	8,300,594	1,474,083	138,530	4,614,499	1,318,452	7,555,564	618,829,586
Oregon	204,760	46,609	6,110	157,103	12,731	222,553	332,764
Pennsylvania	9,327,030	2,160,515	.....	4,527,308	2,050,106	8,737,929	22,569,668
Rhode Island	745,769	237,181	9,400	355,526	66,617	466,824	.....
South Carolina	453,145	27,600	.....	385,023	35,628	448,251	.....
Tennessee	998,439	101,876	37,023	769,460	69,017	977,376	.....
Texas	1,046,984	.....	16,569	800,000	87,400	903,960	.....
Vermont	516,252	89,789	12,643	440,536	82,059	625,057	1,339,864
Virginia	1,020,551	120,349	48,481	698,246	139,913	1,006,989	682,500
West Virginia	823,212	118,965	.....	480,430	105,373	704,768	1,540,460
Wisconsin	2,225,003	289,680	10,000	1,312,696	283,709	1,896,085	4,321,133
Total	81,277,686	14,852,259	909,523	46,201,009	11,609,159	74,169,217	164,180,947
Arizona	11,416	.....	.....	.....	.....	.....	8,950
Colorado	193,514	77,044	2,500	92,954	27,267	199,765	337,894
Dakota	12,361	8,282	.....	11,208	2,257	21,747	16,000
Dist. of Columbia	347,699	85,391	5,500	192,000	55,843	338,734	1,006,807
Idaho	31,064	1,649	.....	19,074	1,063	21,786	.....
Montana	30,100	19,783	4,500	30,258	500	55,041	.....
New Mexico	28,523	1,500	.....	18,639	4,506	24,645	.....
Utah	109,836	.....	.....	90,953	.....	90,953	.....
Washington	39,294	.....	.....	.....	.....	.....	.....
Wyoming .....	.....	.....	.....	14,200	.....	14,200	31,600
Indian:	.....	.....	.....	.....	.....	.....	.....
Cherokee Nation	49,877	.....	1,950	33,000	2,500	37,450	171,249
Choctaw Nation	27,335	.....	800	.....	.....	800	.....
Total	881,219	103,649	13,950	502,286	93,936	805,121	1,572,530
Grand total	82,158,905	15,045,908	924,773	46,703,295	11,703,095	74,974,338	165,753,417

* In 1873.

a Total expenditure reported was \$3,423,922.*c* School-houses and grounds.*b* Included in teachers' salaries.*d* Also, \$22,127 for evening schools.

TABLE I.—PART 2.—SUMMARY B.

The following table shows several important comparisons of items of public-school expenditure :

States and Territories.	Expenditure in the year <i>per capita</i> of the school population.	Expenditure in the year <i>per capita</i> of pupils enrolled in public schools.	Expenditure in the year <i>per capita</i> of average attendance in public schools.	Expenditure in the year <i>per capita</i> of population between 6 and 16.	Expenditure in the year <i>per capita</i> of population between 6 and 16, including interest on the value of all school property.
Massachusetts	\$14 70	\$14 48	\$20 45	.....	.....
Ohio.....	11 40	8 57	14 15	\$3 06	\$9 55
Louisiana	11 00	.....	.....	.....	.....
Nebraska	10 72	18 50	18 85	.....	.....
Rhode Island.....	10 40	11 55	18 55	.....	.....
Connecticut.....	9 47	10 83	19 66	11 37	.....
Vermont.....	7 04	8 89	12 60	10 02	11 11
New York.....	6 94	10 61	21 52	.....	.....
Iowa.....	6 68	9 29	14 93	.....	.....
Michigan.....	5 85	7 80	15 03	*9 12	*11 35
New Jersey.....	5 82	9 30	18 02	7 52	9 34
Indiana.....	5 70	9 02	14 17	.....	.....
Illinois.....	5 60	7 82	13 73	.....	.....
Maine.....	4 94	8 72	10 70	.....	.....
Maryland.....	4 51	9 17	19 13	.....	.....
Wisconsin.....	4 16	6 80	.....	.....	.....
West Virginia	4 14	.....	.....	.....	.....
Minnesota.....	4 06	6 63	13 49	†5 60	†6 53
Missouri.....	3 00	5 70	.....	.....	.....
Mississippi.....	2 80	4 54	9 23	.....	.....
Tennessee.....	2 09	3 40	5 47	.....	.....
Virginia.....	2 02	5 08	8 93	.....	.....
South Carolina.....	1 95	4 28	.....	1 95	.....
Alabama.....	87½	.....	.....	.....	.....
Georgia.....	68	1 95	.....	.....	.....
New Hampshire.....	.....	7 05	.....	.....	.....
Florida.....	.....	6 59	8 79	.....	.....
District of Columbia	10 70	18 98	25 70	11 63	13 70
Montana.....	7 90	15 68	17 79	13 69	14 65
Colorado.....	7 28	13 84	22 56	.....	.....
Arizona.....	4 41	33 28	.....	.....	.....
Utah.....	2 73	5 09	6 99	.....	.....
Cherokee Nation.....	7 40	15 25	24 09	8 63	11 20

* Estimated.

† Between 5 and 15.

SCHOOL STATISTICS.

Statistical summary showing the school population, enrollment, attendance, income, expenditure, &c., for 1871, 1872, 1873, and 1874, as collected by the United States Bureau of Education.

	Year.	Number reporting.		In States.	In Territories.
		States.	Territories.		
School population	1871	29	.....	9,632,969	.....
School population	1872	37	7	12,740,751	88,097
School population	1873	37	11	13,324,797	134,123
School population	1874	37	11	13,735,672	139,378
Number enrolled in public schools.....	1871	28	.....	6,393,085	.....
Number enrolled in public schools.....	1872	34	7	7,327,415	52,241
Number enrolled in public schools.....	1873	35	10	7,865,628	69,968
Number enrolled in public schools.....	1874	34	11	8,030,772	69,209
Number in daily attendance.....	1871	25	.....	3,661,739	.....
Number in daily attendance.....	1872	23	4	4,081,569	28,956
Number in daily attendance.....	1873	31	5	4,166,062	33,677
Number in daily attendance.....	1874	30	4	4,488,075	33,489
Number of pupils in private schools.....	1871	14	.....	328,170	.....
Number of pupils in private schools.....	1872	18	5	356,691	7,592
Number of pupils in private schools.....	1873	22	5	472,483	7,859
Number of pupils in private schools.....	1874	13	5	352,460	10,128
Total number of teachers	1871	26	.....	180,635	.....
Total number of teachers	1872	33	7	216,062	1,177
Total number of teachers	1873	35	6	215,210	1,511
Total number of teachers	1874	35	8	*239,873	1,427
Number of male teachers.....	1871	24	.....	66,949	.....
Number of female teachers.....	1871	24	.....	108,743	.....
Number of male teachers	1872	30	6	81,135	374
Number of female teachers.....	1872	20	6	123,547	633
Number of male teachers	1873	28	5	75,321	529
Number of female teachers.....	1873	28	5	103,734	786
Number of male teachers	1874	28	7	87,395	499
Number of female teachers	1874	28	7	129,049	731
Public school income	1871	30	.....	64,594,919	.....
Public school income	1872	35	6	71,982,718	641,551
Public school income	1873	35	10	80,081,583	844,666
Public school income	1874	37	10	81,277,686	881,219
Public school expenditure.....	1871	24	.....	61,179,220	.....
Public school expenditure.....	1872	31	6	70,035,925	856,056
Public school expenditure.....	1873	36	10	77,780,016	995,422
Public school expenditure.....	1874	35	9	74,163,217	805,121
Permanent school fund.....	1871	19	.....	41,466,854	.....
Permanent school fund.....	1872	31	1	65,850,572	64,385
Permanent school fund.....	1873	28	1	77,870,887	137,507
Permanent school fund.....	1874	28	.....	75,251,003	.....

* Including 203 teachers of evening schools.

SUMMARY OF EDUCATIONAL CONDITION IN THE STATES FOR 1874.

NEW ENGLAND STATES.

Notwithstanding great financial difficulties, embarrassing greatly almost every form of business, the educational outlook is much more encouraging than could have been anticipated.

Maine, without the stimulus of an influx of population, shows a growth of only 40 in children of school age during the year. Still, the enrollment in her public summer schools was 5,708 in advance of the number in 1873, and the average attendance in the schools 4,930 in advance. Her receipts for public-school purposes, too, increased \$223,178; her expenditures, \$167,042; the number of her school-houses, 14; and the value of her school property, \$140,075. Her normal schools have trained, during the year, 587 candidates for teachership; and 163 towns and cities, availing themselves of the provisions of a recent act, have established that number of additional free high schools, imparting to 14,828 students the benefits of good secondary training, without charge. Her State college had in it, at the close of 1874, 121 students; her other colleges, 355; her professional schools, 145.

New Hampshire reports an increase of 6 in the number of her school-houses, but a decrease of 696 in the number of scholars registered; though the number from 4 to 14 years of age not attending any school was brought down from 3,680 in 1873 to 2,593 in 1874. The list of male teachers is shorter by 45 names than in 1873, and that of female teachers longer by 34; but the average wages of the former (including board) have increased from \$40.78 per month to \$44.87, and those of the latter from \$23.84 to \$24.90. The methods of instruction are said to be better than they have been, while drawing and vocal music receive more attention in many schools. In the State Normal School, 122 pupils have been under training, and 28 graduated in 1874. Secondary instruction has been given in 34 high schools and 52 academies; and in the one college, with its associated scientific and agricultural departments, 281 young men have been studying under 54 professors and tutors, besides 78 medical students under 8 professors. The State has made a direct contribution to the normal school and State agricultural college, but unfortunately cut off the appropriation for teachers' institutes.

Vermont, with an increase of 6,056 in school population, (5-20,) presents a decline of 16,557 in the total attendance on all schools, though the number of male teachers was 66 greater than in 1873, and the number of female teachers 226 greater. At the same time, there appears additional school accommodation in 90 more school-houses and 133 more in good condition, while \$80,399.17 has been expended on new school-houses, against \$58,429.87 in 1873. The State board of education has been abolished and a State superintendent of public instruction substituted for it. In the 3 State normal schools there have been 401 students, of whom 90 graduated. In 87 incorporated academies and county grammar schools, secondary instruction has been given, but to what number of students does not fully appear. The three colleges present an aggregate of 186 undergraduates, with 51 medical students, in the autumn of 1874.

In Massachusetts the report is more favorable, showing an increase of 7,270 in the attendance on public schools, and in all schools of probably 9,000; an increase also of \$364,157.37 in receipts from taxation for school purposes. The average monthly wages of male teachers, too, have been about double those in the two adjacent northern States, and those of female teachers about \$9 more. The large sum of \$1,646,670.35 was spent during the year for building and repairing school-houses. Instruction in drawing, now general in all the city schools, has made most encouraging advance; and with improved school-houses, school furniture, and apparatus, better-paid teachers, and fuller school attendance, the condition of the public-school system seems good, upon the whole, throughout the State.

In the 4 older normal schools 182 pupils, out of 1,133, have pursued the course to graduation; in a new one at Worcester, 69 others began to study; and in the normal art school were 188 pupils against 133 in the preceding year. In 209 high schools, at least 50 academies, and 21 preparatory schools, secondary studies were prosecuted by perhaps 20,000 pupils; in 2 universities and 5 colleges were 1,517 collegiate students; in 4 scientific schools, 547 others; while in theological, medical, and legal courses were 1,020.

In Rhode Island, the receipts for public schools were \$155,900.28 more than in 1873; the increased expenditure for them \$83,039.25; the total registration of pupils in the schools, the same for the two years; the number of teachers greater by 264 than in 1873, and their average wages better; the number of evening schools, and of pupils

registered and attendant, considerably larger. The State normal school had 141 students in it. In 12 high schools, in 4 academics, in 5 preparatory schools, and in 1 business college, studies beyond those of the grammar schools were carried on; and in the one college of the State 253 young men received still more advanced instruction.

Connecticut shows an increase of \$93,820.19 in her receipts for school purposes; an increase, also, of \$70,357.51 paid for teachers' wages; an aggregate of \$226,705.78 expended for new school-houses; a greater registration, by nearly 4,000, in her public schools, though other schools show a considerable decrease. Her one normal school, considerably overcrowded, has had 180 pupils on its rolls; her high schools and academics had upward of 5,000; her colleges, 955 in collegiate courses and 248 in scientific; her professional schools, 265 studying theology, law, and medicine.

MIDDLE STATES.

New York reports a gross receipt of \$12,038,762.98 for public schools, \$532,725 more than in last year's summary of her condition. Of this great sum, \$7,415,181.39 went for teachers' wages, \$1,994,132 for school-house sites and buildings, \$294,145.63 for school apparatus, \$27,303.79 for school district libraries, and \$74,611.49 for schools for colored children. To 98 academics, in which 1,661 students were being trained as teachers, \$47,861.98 was given; and to 8 State normal schools, in which were 2,913 normal pupils, \$150,027.79, this not including, it is believed, what New York City gave its normal schools, which had in them 1,300 pupils more. According to the State superintendent's figures, there were in common schools 1,030,779 pupils for the year covered by his report, (1872-'73;) in private schools, 135,956; in normal schools, 6,319; in academics, 27,887; in colleges, 3,414. According to returns to this Bureau, there were also about 3,600 in professional and scientific schools.*

In New Jersey the number of scholars in the common schools for 1873-'74 was 186,392, an increase of 6,949 over the previous year. The whole revenue for maintenance of the schools, besides \$613,237.84 for building school-houses, was \$1,691,160.29, a decrease of \$145,192.82 from that of 1872-'73. This was from a deficiency of local tax to supplement the State appropriation. The number of teachers was 85 greater than in the year preceding; the number of school buildings 13 greater; the number of school departments 194 greater; the cost of each scholar \$3.33 less. In private schools there were 36,527 pupils; in no known school, 71,895 children of school age. The State Normal School, at Trenton, had in it 269 pupils; the Farnum preparatory school, at Beverly, 12; while in 3 city normal schools were nearly 80 candidates for teachership, besides 250 teachers preparing for higher work. The number of high schools and of pupils in them does not appear, but in 36 academics and 4 preparatory schools 3,013 pupils were under secondary training, 253 in 3 business colleges; 110 were in the preparatory classes of the colleges, 645 in the collegiate classes, 181 in 3 scientific schools, and 295 in 4 theological seminaries.

Pennsylvania reports an increase in school-districts of 21; in schools, of 336; in graded schools, of 279; in teachers, of 233; in the number of pupils registered, of 16,754; in average number attendant, of 31,608; in expenditure for tuition, of \$201,510.56; for buildings, fuel, and contingencies, of \$301,298.91; and for all school purposes, of \$502,103.47; the total for the last mentioned, including normal schools

* The first trial under the statute of New York providing that any person who shall willfully disturb, interrupt, or disquiet any district school, while in session, shall forfeit \$25 for such offense, took place in Paris, Oneida County, and resulted in the conviction of two pupils. The trouble originated with several scholars who refused to sit properly in their seats, for which, and for use of profane language, one of them was expelled. A second afterwards disturbed the pupils sitting around him and after being reprov'd left school. Finally the two above mentioned came into the school-room and created a disturbance by throwing books, &c. One of the disobedient pupils referred to in the first affair also engaged in this. The next day he was requested to leave the school, and at once advanced toward the teacher. Mr. De Land, threatening to throw him out of doors. The teacher resorted to the fire-poker and soon the pupil left. The next day writs were issued against the three boys just mentioned, and also a fourth, who was an actor in the first instance. Two of the boys escaped arrest and two were found guilty and subjected to the penalties of the law.

and orphan schools, reaching \$9,403,819.37.* Her 8 noble normal schools received \$110,000 of this, and had in them 2,915 pupils preparing to be teachers, besides 941 in model schools within their walls. About 40,000 pupils appear to be engaged in secondary studies in different degrees; about 2,300 in the classical courses of the colleges; about 300 in their scientific courses; 570 in theological, 56 in legal, and 1,109 in medical studies.

Delaware† remained in 1874 under her old and ineffective school law, the chief educational activities developing themselves in the city schools of Wilmington, which enrolled nearly 6,000 children; in the association for education of the colored people, which maintained 28 schools, with 1,200 colored children; in a few academies and seminaries, which gave secondary training to from 400 to 500 pupils; and in her State college, which had in it 45 collegiate students.

Maryland appears to have received in 1873-'74 for public schools \$59,699.71 less than in 1872-'73, but to have expended on them \$108,824.70 more, increasing her schools by 60 and her teachers by 134. A most important addition to her school-buildings was a new and elegant one for the Baltimore City College, while another large one for the State normal school was put under contract. There has been considerable increase in the expenditure for teachers' salaries, for building school-houses, and for books, while supervision and incidental expenses have been little more than in the year preceding. The State normal school enrolled during the year 174 pupils, 246 others being in the school for training colored teachers. In the Baltimore City College, in 13 academies aided by the State, in 7 preparatory schools of colleges, and in 20 independent schools, about 4,600 pupils have been in secondary studies; in 7 colleges there have been 477 in collegiate; in 2 schools of science 373 more; and in 11 professional schools 732 have been studying theology, medicine, or law.

The principal of the State normal school, *ex officio* chairman of the State board of education, and those co-operating with him, have performed a most important work for education by holding teachers' institutes throughout the State.

SOUTHERN STATES.

Virginia presents for 1873-'74 a gain in almost every particular: in receipts for public schools, of \$54,570.97; in expenditures on them, of \$58,651.21; in the number of schools, of 205; in the number of graded schools, of 32; in the number of new school buildings, of 263; in the number of teachers, of 205; and in the enrollment of pupils, of 13,016. There has been a slight advance, too, in teachers' wages; an improvement in school buildings and furniture; and, in the absence of a normal school for whites, an increased instruction of teachers at county institutes. Two schools for training colored teachers have had in them about 300 pupils. In 27 academies, 11 higher female seminaries, and 7 preparatory schools, with one business college, 3,034 students have been under training. In 8 colleges and universities there were 1,209 undergraduates; in 2 scientific schools, 484; and in 9 professional schools, 388.

North Carolina has made no report as to her public schools for 1874. It is believed, however, that about 3,500 such schools were taught, and that in them over 100,000 white and over 50,000 colored children received instruction. In 2 normal schools 94 pupils were in preparation for teaching; in 28 schools for secondary training, 1,500 scholars were enrolled; in 4 colleges were 267 students, and in 2 professional schools 75.

South Carolina reports a net receipt of \$478,767.37 for public schools, and an expenditure of \$431,500.34 upon them, with 44,470 white and 56,249 colored children enrolled in them. There was an increase of 162 teachers, of 196 schools, and 192 new school-houses. In these schools the State superintendent reports 2,848 pupils "engaged in study of the higher branches." From 6 academies, 1 institute, and 7 higher schools for young women, 895 pupils were reported; in the university and 6 colleges, 436 preparatory and 287 collegiate, with 20 students of agriculture, 126 of theology, 16 of law, and 61 of medicine.

* All this, it is believed, is exclusive of Philadelphia.

† A new school law was, however, enacted early in 1875, in which the modern improvements in organization, including State supervision, are adopted.

Georgia reports 2,223 free schools for white and 669 for colored children, with a total enrollment of 84,673 whites and 37,267 colored; 617 private elementary schools, with 25,745 pupils; 83 private high schools, with 4,957 pupils; 11 colleges, with 833 students in the college courses; to which number this Bureau can add at least 800 more in female colleges and 721 in scientific and professional schools.

From Florida the information is imperfect, in consequence of the death of State Superintendent Gibbs before the report for the year could be made. Still there appears to be improvement, the receipts from taxation for school purposes being \$5,735.23 more than the previous year, with an increase in the expenditures for them of \$23,431.61. The increase in the number of schools was 46, and of pupils 1,586. No normal or secondary institutions are reported. The State agricultural college was still in abeyance, its funds locked up in State securities, and from two projected colleges for colored people nothing was heard.

In Alabama the embarrassments of 1872-'73 continued, greatly affecting all the lower schools. The normal schools, private and public, seem, however, to have gone forward in their work, having in training about 500 pupils. In 7 secondary schools 782 pupils were reported, and in 8 colleges 331 preparatory students, 274 collegiate, 108 agricultural and mechanical, 8 theological, and 35 medical.

In Louisiana the State superintendent of instruction speaks hopefully of the educational condition, though he admits that in many instances treasurers have been unfaithful, directors negligent, and teachers miserably ill paid. Race-prejudices have also sometimes interfered with the action of school laws. Still, there is a gain in the receipts for schools of \$110,595.43 over the preceding year; in the attendance on them of 16,866; in the number of schools of 175, and of teachers 18. The value of school-houses and sites, of school apparatus and school furniture, is also reported to have increased, though out of New Orleans there are said to be few school-houses in good condition. Three normal schools, not under State control, have had in them over 200 pupils. In private schools, 22,303 scholars are reported, with about 1,600 under secondary training, 392 in preparatory schools of colleges, 232 in the colleges themselves, and 196 in professional schools.

Texas, with a rapidly increasing population, shows great inadequacy of educational provisions. An indebtedness of nearly half a million to the teachers is reported; there was also difficulty in obtaining school-houses, the law not authorizing the payment of rent and not providing funds enough to build. There being no normal schools, the establishment of 3 is recommended. In 11 academies and seminaries, 2 business colleges, and 8 preparatory schools of colleges, 2,265 pupils were reported; in 8 colleges, 701 collegiate students; in 8 schools for superior instruction of young women, 245 in studies equivalent to collegiate; and in 2 professional schools, 25 students of theology and medicine.

In Arkansas* the public schools were prostrate for the year, awaiting action of the legislature for their revival. But in the normal department of the State Industrial University 53 students were preparing to be teachers. In 3 schools for secondary training, 253 students were enrolled; in the preparatory departments of the university and 2 colleges, 243 more; in collegiate classes, 119; in the State Deaf-Mute Institute and School for the Blind, respectively, 73 and 43.

In Mississippi the opposition manifested toward the public-school system is said to be steadily diminishing, the idea of popular education to be more and more favorably entertained, and the free schools to be now receiving very general support. The receipts for supporting these schools were over \$300,000 for the year; the average attendance on them reached about one-third of the number of children of school age; the number of schools was 3,846; the value of school property, \$505,790.56. In two normal schools there were 300 students under instruction. Returns from 2 out of 8 schools for sec-

* Dr. B. Sears, agent of the Peabody fund, observes: "Arkansas, without formally abolishing its system of public instruction, seems inclined to reduce it to its minimum of efficiency. That experiment tried in one of the other States had the effect to produce a salutary reaction, ending in a system far more perfect than it ever had before. The same result may safely be anticipated in this case. The abuse of power for party purposes is often its own best remedy. The people, though slow to learn their true interests, are sure to follow them when once clearly perceived."

ondary training show 117 pupils, besides 553 in the preparatory schools of colleges. In the classes of 6 colleges were 292 undergraduate students, those of 7 institutions for superior instruction of young women having in them 789, and those of one school of theology 10.

Tennessee reports a receipt of \$933,459.10 for her free schools, more than half her school population enrolled in them, and more than one-third in average daily attendance; the number of teachers, 5,551; the average salary of these, \$33 per month. Her city school systems appear to be working well, through extra aid received from the Peabody fund. Through the same means 10 teachers' institutes were held during the year, doing much toward training good school-teachers, there being yet no normal school under State direction. In at least 3 city high schools about 500 pupils were in secondary studies; in 46 private schools, 4,866; in 4 business colleges, 554; in preparatory schools of colleges, 1,920. In the collegiate classes of 15 colleges were 699 students, and in the halls of 6 professional schools 471.

Kentucky presents imperfect statistics, owing to the meager returns from local officers to the State superintendent; but enough appear to show that although, from want of funds, her school term has been short, and the enrollment in schools proportionately less than in Tennessee, there still has been a perceptible advance. Public sentiment is more in favor of free schools; provision for the education of the colored population in them has at last been made, so far as the income from tax on the property of colored persons and any moneys that may be received from the United States will go; 141 new school-houses have been built; a more general organization of teachers' institutes has been effected; the establishment of a State normal school has been pretty well resolved upon; in 3 private normal schools, 2 colleges, and 2 city training schools the education of about 300 young people for teachers has been going forward; in some 50 academies and kindred schools not less than 4,000 seem to have received secondary training; about 1,000 appear in the collegiate classes of 12 colleges, not counting in the female colleges; and in 11 professional schools were 225 students of theology, 16 of law, and 616 of medicine.

West Virginia reports a receipt of \$740,933.69 for her free schools, an expenditure on them of \$133,689.40 more than in 1873, a school attendance 27,256 greater, 218 more school buildings, 357 pupils in 4 of her 7 normal schools, 834 in secondary schools, 414 in college studies, and 43 in theological.

It should be observed, in general, with reference to the Southern States, that much aid is received from other quarters. Considerable donations have been made to higher institutions of learning. Several religious denominations have been active in organizing schools of all grades; among the most notable are those of the American Missionary Association. The Peabody fund has continued to extend its most efficient aid to the States designated for its benefactions.

GREAT LAKE AND NORTHERN MISSISSIPPI STATES.

A prominent educational feature in these States, with only the exception of Ohio and Illinois, is their crowning of the free school system with State universities, to which graduates from the higher grades of free schools may be admitted without other examination than they have passed with approval in the schools.

Ohio reports a school population of 935,947, an enrollment of 707,943 in her free schools, an average attendance on them of 429,680, a receipt of \$8,300,594 for them, and an expenditure of \$1,474,083 for extension of them by new buildings during 1873-74. Some excellent city school systems exist in this State. There are no State normal schools, but 10 conducted under private or collegiate auspices report a total of 2,220 pupils. The high schools of the State and city systems had in them 24,229; private academies, 5,151; preparatory schools, 4,771; business colleges, 2,845. In 33 colleges were 2,441 in collegiate studies, and in 13 higher schools for women, 1,342. Two scientific institutions reported 148; 12 schools of theology, 332; 2 schools of law, 67; 11 schools of medicine, 1,177.

From Michigan the returns are less complete, but seem to show an enrollment in public schools of about 330,000 out of 436,694 of school age, an average daily attend-

ance of 170,000, an average school year of 140 days, a sum of \$4,094,776 received for school purposes, and an expenditure of \$536,307 for new school-houses and repair of old ones. A general zeal for education is reported, better school buildings, improved school furniture, and increase of pay to more fully educated teachers being among its fruits. Private and parochial schools have enrolled some 20,000 pupils; 4 Kindergarten schools have been in operation, and drawing has received much attention in the city schools. The State Normal School has had in it 329 normal pupils; 4 colleges have trained normal classes also, and in the State University a normal department has been established. In 84 high schools, 5,642 pupils were reported; in business colleges, 1,506; in private academies, 237; in preparatory schools of colleges, 901; making 8,286 in secondary studies. In the State University and 6 colleges were 817 collegiate students; in the State Agricultural College, 121; in 6 professional schools, including the medical, pharmlcal, and law departments of the university, 326 other students.

Indiana lost her energetic State superintendent of instruction near the close of the school year 1873-74; but so well had his work been brought up, that his temporary successor could report, in the autumn, out of a total of 654,739 of school age, 489,044 enrolled in public schools, which was only 2,010 less than the whole number between 6 and 16. A great improvement in school-houses appears, 479 new ones having been built within the year. The school fund reached \$8,711,319; the school revenue, \$2,211,328; the number of schools, 9,105; the number of teachers in them, 13,005. In two normal schools 1,026 pupils were in training during the year. In high schools, private academies, preparatory schools of colleges and business schools, 19,033 appear to have been pursuing secondary studies. The State University and 16 colleges report 1,613 in collegiate classes; in 9 institutions for superior instruction of young women, appear 149 more; in the State Agricultural University, 19; in 2 law schools, 58; in 2 medical schools, 133; and in the State schools for deaf, dumb, and blind, 446.

Illinois reports an increase of \$191,556 in her permanent school fund, but shows the effect of the general financial troubles of the year in a decrease of \$1,365,850.80 in receipts for public schools, and of \$1,393,759.80 in expenditure upon them. Still, she expended \$1,009,960 upon school sites and buildings for the year; enrolled 17,466 additional children in her schools; increased the average attendance on them by 31,830, and her teaching force by 354; set 11,649 public free schools against 541 private pay schools, and presented an average daily attendance of 333,334 children in the former against an enrollment of 51,022 in the latter. She had, too, in her 2 State normal universities, in city and county normal schools, and in normal departments of colleges and private schools, about 1,800 normal pupils, with nearly 7,000 teachers attendant upon institutes. In various schools for secondary training, exclusive of her 116 high schools and inclusive of preparatory schools of colleges, were 11,336 students, and in the high schools probably as many more. In college classes, including those for women, were 2,835; in schools of science, 436; in schools of law, theology, and medicine, 935; in those for deaf, dumb, and feeble-minded, 503.

Wisconsin raised for her 5,113 public schools \$2,667,050; employed in them, notwithstanding a somewhat less attendance, 429 more teachers than in 1873; increased by 4,306 her school-sittings; trained in her 3 State normal schools about 700 normal pupils; in secondary schools, 2,200; in college classes, 405; in professional schools, 150; and in special schools, 556.

Minnesota reports for 1874 an increase of \$122,502 in her permanent school fund, of \$19,205 in the interest of this fund apportioned to the schools, of \$363,478 in total receipts for school purposes, of \$202,497 in expenditure for them, of 14,129 in school-population, of 4,319 in attendance upon public schools, of 276 in the number both of schools and teachers, of 137 in the number of school-houses, and of \$1.48 to \$4.45 in the monthly pay of teachers. The superintendent of instruction gives, in addition to 123,902 pupils attendant upon public schools, 4,920 as the attendance on normal schools, academies, colleges, and private schools, making a total of 133,822. Reviewing the past ten years he says: "There has been a great improvement in all departments of our public schools, in the character of our schools, the qualifications of the mass of teachers,

and the methods of instruction and school-management." "The log-houses and frame shanties, which served a good purpose while the country was new and the settlers poor, are fast disappearing, and are giving place to comfortable, and in many instances elegant frame, stone, or brick edifices, supplied with all the modern improvements."

Iowa has increased the interest on her permanent school-fund by \$29,047.22, the receipts for public schools by \$307,593.62, and the expenditures for them by \$200,423.62. The growth of school population has been 15,001; that of the enrollment in her public schools, 17,553; that of average attendance on them, 22,947. The number of her school-houses was 352 beyond that of 1873, and the value of school property advanced \$1,337,750. In the normal departments of her university and Whittier College she had 63 students. Eighty-nine counties held teachers' institutes for the better training of teachers. Such secondary schools as were reported had 5,543 students; college classes, 1,127; professional schools, 414; 3 special schools; 284.

MISSOURI RIVER STATES.

The system here continued in 1874 the same as in the preceding year, a State superintendent of instruction, with county superintendents under him, presiding over and supervising public schools in each State, while a State university, as in the last-named tier of States, stood at the head of the free schools to receive their graduates, though with less definite arrangements in respect to their admission.

In Missouri a comparison of the statistics of 1873 and 1874 shows some elements of progress, such as an increase of 2,537 in school population, of \$72,193.41 in receipts for school purposes, and of \$714,548.83 in permanent county school-funds. But in school districts, school-houses, valuation of school property, number of schools and number of teachers in them, there appears no change, except in St. Louis, where the advance is continuous and great. The normal schools—State, city, collegiate, and independent—had 1,887 pupils; the secondary schools, including in these the business colleges, reported 9,765; the university and colleges, 1,258 collegiate and 145 scientific students; professional schools, 844; 2 special schools, 246.

Kansas reports for 1874 a decrease of \$18,340.28 in receipts for public schools; but an increase of \$7,232.19 in expenditure upon them, of \$79,744.42 in permanent school fund, of 410 in the number of school-houses, and of 1,020 in the teachers employed. In 4 normal schools, one of them for the colored race, she has had 574 normal pupils; in secondary schools, 2,215; in collegiate classes, 415; in her institution for the blind, 40.

Nebraska increased her receipts for free schools from \$901,189.94 in 1873 to \$988,740.20 in 1874, and her expenditure upon them from \$751,903.98 to \$1,004,957.03. The number of school-houses was increased by 378, the number of teachers by 513, the number of enrolled pupils by 9,846. The State Normal School had 87 pupils in its normal department. As far as can be gathered from returns received, 786 pupils were in secondary schools, 67 in collegiate classes, and 2 in a professional school, with 53 in the State Institute for Deaf and Dumb.

STATES ON THE PACIFIC SLOPE.

The third biennial report of the superintendent of instruction in Nevada indicates improvement in almost every respect. School funds, school population, school attendance have all considerably increased; the first, from \$104,000 to \$250,000; the second, from 5,675 to 6,315; the third, from 77 to 84 per cent. More than \$50,000 has been expended upon school-houses; 13 new districts have been formed, 39 more teachers employed, a preparatory school for the future university erected, and the few deaf and dumb trained to usefulness in the school at Oakland, Cal.

The first biennial report from Oregon* states that notwithstanding great embarrassments growing out of the scattered settlement of a comparatively poor and scanty population over a large extent of country, the public schools have enjoyed considerable prosperity and have made commendable progress. The work of organization is going forward; the examination of teachers is being made more uniform; \$46,608.96 was spent

* The first free-school house in Portland was built in 1849. The city now contains a school population of nearly 3,000 in 11,000 population. About the same ratio is shown throughout the State. The schools of Portland have an elevating influence upon the standard of education throughout the State.

on school-houses in 1873-'74, against \$4,352.45 the preceding year; and out of a school population of 40,898 there were 20,680 enrolled in schools, a larger proportion than in several much older States. In her colleges were 793 preparatory students and 235 collegiate, with 14 medical.

California, with a population spread over a vast territory, but with several well-grown cities, reports 117,870 enrolled in schools out of 159,427 of school age, the period of school age being 4 years shorter here. The increase of enrollment over 1873 was 20,189, about keeping pace with the growth of population. The receipts for free schools fell off, however, \$73,734.94, with a decrease of \$34,984.09 in expenditure for them. The State normal school reported 234 pupils; secondary schools, 3,077; the university and colleges, 682 preparatory and 752 collegiate, besides 131 in the agricultural department of the university and 114 professional students.

THE TERRITORIES.

For the second time every Territory has been heard from, and the report is, on the whole, encouraging. In all, except Alaska, some school-system is in operation, with a territorial superintendent of instruction, and generally county superintendents also, while in the newly-settled ones the citizens seem to be manfully contending with the great difficulty of educating children in regions where wide waste areas form the rule and fixed settlements the few exceptions.

The District of Columbia, compact and populous, led the list last year in enrollment of children in the schools, and Colorado in the amount raised for educational purposes. This year, Utah, vast in territory, but scanty in population, reports 10 more than the District on her list of pupils in the public schools, and 308 more in average daily attendance, while Colorado, rich as she is in mines, falls not only below her former self, but also below the District in school revenue.

The enrollment in the territorial schools is, as reported, though the returns are said to be in some instances imperfect, for Arizona, 343, out of 2,584 children of school age; for Colorado, 9,995, out of 19,309; for Dakota, 4,006, out of 6,312; for the District of Columbia, 17,839, out of 31,671; for Idaho, 2,030, out of 4,010; for Montana, 1,935, out of 3,758; for New Mexico, 5,420, (in all schools, 6,578,) out of 23,000; for Utah, 17,849, out of 33,297; for Washington, 7,592, out of 11,937; for Wyoming, 1,000, out of 1,100. The returns from the Indian Territory are too meager to admit of a comparison of them with others, each tribe there reporting what it pleases, and some making no definite report.

TABLE II.—SUMMARY OF SCHOOL STATISTICS OF CITIES.

The following summaries are derived from the above table of the appendix. Only one hundred and twenty-seven cities are included, in place of five hundred and thirty-three cities and towns of the previous report. In view of the great change in the statistical forms before mentioned, and the fact that some cities could not furnish replies to the inquiries without additional delay, it was deemed expedient to limit the statistics to cities with a population of 10,000 or over. Although the number of cities is less, the summaries in the twenty different items reported for each city contain many most suggestive lessons. Some cities cannot tell the number of their school population; some have not counted their sittings, and do not know whether they are adequate to their necessities. The number enrolled in private schools can only be approximated. Of course, wherever these facts are not ascertained, it cannot be told whether the whole school population is under instruction or not. The statistics show that these cities contain 1,344,023 children of school age, and 2,136 school buildings, having 621,498 sittings, or not quite half enough for the children entitled to attend school. This apparent deficiency is in part due to the fact that twenty-five cities are unable to report their sittings. These public schools employ 16,438 teachers. The amount expended in the cities for public schools for the year was \$19,122,323, while the total receipts for the year were \$19,150,514. The school property was valued at \$57,679,227. Striking comparisons are furnished by the columns showing the legal school age, the number of days schools were taught, the tax for school purposes on assessed valuation, and the average expenses *per capita* of enrollment in public school, for (1) instruction and supervision, and for (2) incidental expenses.

Summary.—Table

Number.	Cities.	Estimated present population.	Legal school age.	School population.	No. of school buildings.	No. of sittings for study.	No. of teachers.	No. of days schools were taught.	Pupils.		
									Whole number enrolled.	Average daily attendance.	Estimated enrollment in private schools.
1		2	3	4	5	6	7	8	9	10	11
1	Mobile, Ala.....	45,000	5-21	18,044	15	.....	100	172	.....	.....	.....
2	Los Angeles, Cal.....	13,000	6-21	2,411	6	953	18	139	974	761	306
3	San Francisco, Cal.....	200,000	5-17	38,093	78	.....	545	211	31,278	19,378	5,869
4	Stockton, Cal.....	16,000	5-17	1,966	8	.....	33	200	1,568	.....	.....
5	Hartford, Conn.....	*37,180	4-16	9,520	.....	.....	131	200	6,603	5,224	.....
6	Meriden, Conn.....	12,000	5-16	2,925	12	1,980	34	206	1,925	909	.....
7	New Haven, Conn.....	57,632	4-16	12,724	23	8,789	205	199	9,835	7,136	800
8	Wilmington, Del.....	39,230	6-21	.....	21	4,998	109	210	5,776	3,860	.....
9	Atlanta, Ga.....	30,000	6-18	10,362	10	2,800	67	200	3,622	2,261	300
10	Macon, Ga.....	22,000	6-18	3,442	8	1,070	23	178	1,557	864	200
11	Savannah, Ga.....	30,000	6-18	6,919	6	2,850	52	200	2,901	2,478	.....
12	Alton, Ill.....	12,000	6-21	2,995	12	750	22	200	1,341	916	.....
13	Belleville, Ill.....	12,000	6-21	.....	4	1,714	34	200	1,669	1,504	823
14	Chicago, Ill.....	a 395,408	6-21	102,555	42	33,517	713	198	b 47,963	32,010	28,251
15	Decatur, Ill.....	10,000	6-21	2,485	6	1,702	29	178	1,873	.....	100
16	Galesburg, Ill.....	13,000	6-21	3,572	7	1,750	29	185	2,166	1,333	.....
17	Jacksonville, Ill.....	11,000	6-21	3,683	7	1,805	34	188	1,664	1,142	800
18	Peoria, Ill.....	30,000	6-21	9,816	8	3,023	63	195	3,516	2,302	1,500
19	Quincy, Ill.....	30,000	6-21	.....	10	2,350	47	195	3,548	1,867	.....
20	Rock Island, Ill.....	12,000	6-21	3,122	5	1,590	32	180	1,810	1,185	648
21	Evansville, Ind.....	35,000	6-21	12,326	11	4,411	90	183	4,411	3,545	.....
22	Fort Wayne, Ind.....	25,000	6-21	9,060	13	3,670	65	190	3,065	1,917	2,000
23	Indianapolis, Ind.....	85,000	6-21	19,125	21	8,620	151	193	9,351	6,283	2,000
24	Logansport, Ind.....	15,000	6-21	3,339	.....	.....	25	160	1,736	980	.....
25	Madison, Ind.....	12,000	6-21	3,750	6	.....	35	200	1,491	1,300	350
26	South Bend, Ind.....	10,000	6-21	3,236	.....	1,450	27	158	1,281	1,176	.....
27	Terre Haute, Ind.....	20,000	6-21	6,297	9	3,265	59	198½	3,577	2,360	.....
28	Davenport, Iowa.....	24,000	5-21	.....	9	3,852	91	196	4,109	3,013	.....
29	Des Moines, Iowa.....	16,750	5-21	4,384	4	2,500	44	185	2,702	1,709	300
30	Keokuk, Iowa.....	13,000	5-21	4,876	9	2,325	49	190	2,369	1,860	100
31	Atchison, Kans.....	14,000	5-21	2,692	5	1,328	20	200	1,330	790	.....
32	Covington, Ky.....	26,500	6-20	9,276	5	3,200	56	210	3,490	.....	1,500
33	New Orleans, La.....	195,000	6-21	70,093	73	.....	442	187	25,215	17,193	14,235
34	Lewiston, Me.....	20,000	4-21	6,279	26	2,770	58	187½	3,200	2,000	.....
35	Baltimore, Md.....	302,839	6-18	77,737	53	.....	661	196	29,138	23,363	.....
36	Boston, Mass.....	357,254	5-15	56,684	144	55,798	1,289	a 282	53,752	43,316	8,887
37	Fall River, Mass.....	45,000	5-15	8,977	31	5,997	113	195	7,551	3,821	300
38	Fitchburg, Mass.....	13,000	5-15	2,205	18	2,500	52	190	2,502	1,728	30
39	Haverhill, Mass.....	14,000	5-15	2,639	32	2,700	70	192	2,750	2,146	40
40	Holyoke, Mass.....	16,000	5-15	2,565	12	1,570	40	197	1,083	1,045	1,103
41	Lawrence, Mass.....	33,000	5-15	5,385	19	4,643	108	195	b 6,670	3,508	1,208
42	Lowell, Mass.....	52,000	5-15	7,600	.....	6,429	130	244	5,622	4,932	475
43	Lynn, Mass.....	30,500	5-15	7,373	32	.....	158	248	5,072	4,300	390
44	Newburyport, Mass.....	13,000	5-15	2,424	20	2,355	50	255	1,897	.....	2,021

* Population, census 1870.

a School census, 1874.

† Assessed valuation.

b Does not include enrollment in evening schools.

II.—Cities.

Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of enrollment in public schools.	
				Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.
12	13	14	15	16	17	18	19	20
.....	\$82,000	.....	\$56,000	\$3,448	\$53,000	\$56,448	\$0 15	.....
\$10,000,000	60,900	1	22,785	1,025	15,037	19,426	19 80	\$3 62
212,407,505	2,226,069	4.13	718,238	26,254	454,290	689,022	26 36	7 42
6,000,000	140,853	3.5	71,802	3,088	26,204	52,563	.....	.....
.....	1,070,500	.....	189,872	.....	96,773	122,364	.....	.....
.....	145,000	.....	37,249	23,690	22,700	56,270	.....	.....
84,834,628	502,000	2.5	223,164	5,143	108,638	213,702	18 09	4 72
26,502,458	185,032	2.3	63,290	4,269	37,230	66,784	10 45	4 82
15,000,000	113,000	.....	66,097	1,249	39,017	61,935	19 32	.....
8,000,000	34,600	3	28,300	649	13,445	22,103	17 87	3 23
.....	111,000	.....	56,207	.....	48,965	55,225	19 75	2 52
12,096,480	.....	7.5	21,816	110	10,363	19,028	11 31	3 98
5,247,500	132,200	11	34,846	504	19,229	34,849	13 91	2 88
†300,563,220	2,454,185	1.83	631,672	193,149	486,143	783,630	15 39	3 05
6,750,000	101,030	10	47,178	7,418	15,256	42,221	12 31	5 35
6,000,000	286,000	6.1	52,187	4,278	.....	25,027	.....	.....
5,770,079	149,450	15	35,793	.....	19,481	27,334	18 63	5 30
1,500,000	190,000	2.5	53,502	28,550	31,109	72,162	14 66	4 08
18,650,000	213,000	2.5	49,929	18,435	23,150	49,391	13 06	3 54
7,915,060	104,000	4.5	23,132	4,000	13,966	27,333	11 11	3 25
24,859,120	.....	.....	162,215	62,000	36,800	113,100	11 28	2 99
12,500,000	173,000	6.5	80,217	12,780	29,863	59,580	17 87	6 58
87,000,000	750,000	.....	285,610	130,470	95,119	284,846	16 25	4 67
16,163,314	.....	3	41,289	18,549	8,300	32,649	10 00	4 38
.....	.....	.....	47,970	.....	12,605	14,547	9 69	.....
11,463,480	154,500	5.1	28,000	.....	.....	28,000	.....	.....
†15,000,000	153,550	5	59,197	3,031	32,774	57,603	14 94	3 70
16,000,000	263,300	23	120,345	46,655	40,321	110,653	17 96	3 74
10,241,875	243,350	14.6	58,036	5,093	10,243	48,700	10 57	4 01
8,000,000	160,500	9	46,000	.....	30,000	33,835	.....	.....
5,426,229	77,000	10	23,970	6,714	10,559	31,882	15 39	7 58
20,000,000	178,000	2.5	55,877	.....	35,402	55,878	.....	.....
†130,913,356	686,950	2.25	290,368	30,000	373,595	516,053	22 22	6 04
12,494,376	175,700	3	49,468	13,373	21,979	49,467	12 06	6 00
228,000,000	1,300,488	2.1	590,803	135,186	405,810	646,631	17 37	4 52
798,755,050	7,822,900	2.18	1,865,720	505,365	1,015,573	1,865,720	23 44	7 96
150,000,000	.....	1.8	91,369	219,200	70,180	310,560	18 36	5 54
12,581,318	203,442	3.7	39,714	14,302	28,254	58,854	18 14	7 60
13,500,000	283,050	.....	50,000	47,865	39,000	97,865	18 63	4 65
18,488,066	150,210	2.54	27,210	2,123	13,861	24,008	14 60	6 42
30,000,000	286,000	3.48	81,185	16,682	50,431	81,225	14 48	3 09
36,821,081	410,500	.....	123,355	.....	86,070	123,355	.....	.....
.....	452,800	.....	107,920	1,901	81,038	106,755	18 84	.....
9,855,252	105,100	3.8	30,672	.....	25,856	35,382	14 10	5 30

c Value of grounds and buildings.

d Includes Sundays.

Summary.—Table

Number.	Cities.	Estimated present population.	Legal school age.	School population.	No. of school buildings.	No. of sittings for study.	No. of teachers.	No. of days schools were taught.	Pupils.		
									Whole number enrolled.	Average daily attendance.	Estimated enrollment in private schools.
	1	2	3	4	5	6	7	8	9	10	11
45	Pittsfield, Mass.	13,000	5-15	2,405	25	2,525	60	190	2,128	.....	.....
46	Salem, Mass. b	26,000	5-15	4,343	19	4,091	85	209	4,206	3,035	410
47	Springfield, Mass.	32,000	5-15	4,712	28	5,580	140	195	65,448	4,050	350
48	Taunton, Mass.	20,000	5-15	3,758	28	3,516	76	185	3,875	2,639	248
49	Woburn, Mass.	10,000	5-15	2,200	14	2,274	47	200	2,003	1,562	100
50	Worcester, Mass.	43,000	5-15	10,200	33	8,004	168	192	9,920	6,493	1,500
51	Detroit, Mich.	102,000	5-20	33,772	.....	10,694	295	195	12,983	8,611	4,000
52	East Saginaw, Mich.	17,636	5-20	4,995	10	2,919	49	194	3,086	2,034	300
53	Grand Rapids, Mich. ..	28,000	5-20	7,961	12	3,850	60	195	4,819	2,702	.....
54	Minneapolis, Minn.	24,000	5-21	6,960	6	2,520	47	194	2,907	2,200	.....
55	Vicksburgh, Miss.	13,000	5-21	4,800	4	1,100	25	200	1,400	1,100	.....
56	Hannibal, Mo.	12,000	5-21	3,229	6	1,542	27	192	1,892	950	300
57	Kansas City, Mo.	40,000	5-21	7,738	9	3,232	59	200	4,308	2,613	.....
58	Saint Joseph, Mo.	25,000	5-21	6,550	17	2,738	52	198	3,362	2,159	720
59	Saint Louis, Mo.	425,000	5-21	138,133	54	32,130	723	198	36,983	25,767	21,780
60	Omaha, Nebr.	19,140	5-21	4,019	8	1,815	39	198	2,426	1,542	376
61	Manchester, N. H.	25,000	5-21	4,506	34	3,218	77	190	3,757	2,305	1,500
62	Nashua, N. H.	12,000	4-21	2,754	.....	.....	53	.....	2,354	1,411	.....
63	Jersey City, N. J.	*82,546	5-18	34,769	22	.....	276	.....	18,278	9,301	.....
64	Newark, N. J.	120,000	5-18	31,786	24	11,500	226	205	16,291	9,417	.....
65	New Brunswick, N. J.	18,000	5-18	5,017	5	1,570	40	206	2,428	1,482	.....
66	Paterson, N. J.	38,000	5-18	11,949	10	5,401	95	216	5,835	4,257	1,000
67	Trenton, N. J.	25,000	5-18	8,332	10	2,300	50	190	2,500	2,129	1,000
68	Albany, N. Y.	*76,216	.....	.....	25	8,631	.....	200	12,460	7,095	.....
69	Auburn, N. Y.	19,000	5-21	5,200	9	2,750	46	194	2,702	1,706	1,100
70	Binghamton, N. Y.	15,000	5-21	4,529	8	2,129	51	208	2,635	1,621	.....
71	Cohoes, N. Y.	20,000	5-21	9,547	7	1,450	42	210	3,029	1,515	500
72	Kingston, N. Y. d.	22,000	5-21	2,658	.....	.....	26	215	1,800	.....	150
73	Lockport, N. Y.	13,500	5-21	3,945	8	.....	41	202	2,867	1,538	358
74	Newburgh, N. Y.	17,014	5-21	5,873	6	2,666	43	201	3,207	1,726	1,367
75	New York, N. Y.	1,100,000	4-21	.....	124	142,642	3,068	204	251,545	117,239	85,000
76	Oswego, N. Y.	*20,910	5-21	8,619	14	4,222	69	197	4,249	2,723	1,821
77	Rochester, N. Y.	80,000	5-21	33,737	23	8,092	180	196	10,799	6,094	.....
78	Rome, N. Y.	10,500	5-21	3,136	7	1,500	27	205	1,808	1,006	475
79	Schenectady, N. Y.	13,500	6-21	4,242	6	1,749	36	202	2,092	1,444	600
80	Syracuse, N. Y.	55,000	5-21	16,673	33	7,512	199	197	67,317	5,968	1,935
81	Utica, N. Y.	32,000	5-21	10,264	17	3,862	82	196	4,699	3,042	382
82	Yonkers, N. Y.	20,000	5-21	6,326	7	1,500	47	200	2,840	1,600	700
83	Wilmington, N. C.	18,000	6-21	4,000	6	1,000	20	156	1,251	700	.....
84	Akron, Ohio	14,000	6-21	3,809	14	2,081	36	198	2,307	1,707	424
85	Canton, Ohio	11,000	6-21	2,907	5	1,370	30	194	1,624	1,056	425
86	Cincinnati, Ohio	300,000	6-21	76,477	39	27,975	557	205	23,949	21,486	15,500
87	Cleveland, Ohio	130,050	6-21	41,018	35	15,393	261	192	618,781	12,085	8,808

* Population, census 1870.

† Assessed valuation.

a Does not include value of libraries.

b The municipal year has been changed, and the report is for eleven months only

II.—Cities—Continued.

Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of enrollment in public schools.	
				Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.
12	13	14	15	16	17	18	19	20
\$12,000,000	\$115,000	.....	\$30,231	.....	\$22,365	\$35,529	.....	.....
26,966,800	.....	2.5	71,180	.....	50,452	71,180	\$17.38	\$6.07
138,336,778	539,500	5	174,302	\$67,604	85,003	191,636	21.83	8.56
117,090,223	.....	2.46	42,770	.....	36,273	45,723	14.50	2.82
8,710,742	194,500	3.4	106,548	73,500	22,000	106,450	12.25	4.40
61,000,000	903,650	3.09	153,100	3,888	108,544	152,205	17.24	5.63
91,443,235	664,635	6	262,609	50,000	102,000	210,609	12.42	6.20
11,015,543	179,299	18.4	70,765	34,235	23,043	69,743	12.72	4.02
40,000,000	333,000	7	107,728	17,939	36,882	79,350	14.45	3.21
35,000,000	165,500	2.5	103,624	16,233	29,336	65,234	13.33	4.50
6,000,000	33,300	1.5	25,140	250	16,000	29,790	16.15	3.81
13,298,521	61,500	7.5	29,741	7,451	15,592	30,461	17.57	4.39
112,000,000	175,994	10	77,430	10,470	43,620	95,918	16.69	3.73
12,000,000	117,011	7	64,319	4,007	33,597	63,212	16.72	6.30
246,880,440	2,415,736	4	783,375	104,923	458,851	814,892	20.92	9.20
10,495,392	499,560	7.5	86,187	229	26,719	61,812	20.08	8.67
12,695,192	282,000	.....	85,000	30,355	36,815	84,038	16.80	5.81
5,670,614	200,775	.....	31,338	615	24,128	31,077	.....	.....
.....	607,848	.....	.....	.....	209,924	288,415	.....	.....
160,000,000	977,200	2.5	189,533	100,317	112,229	338,250	15.00	4.92
14,160,086	93,250	3.5	46,329	16,431	16,900	44,075	13.13	2.24
34,000,000	223,645	4.1	84,500	20,000	43,086	84,500	10.53	4.56
23,000,000	130,500	2	51,892	30,546	26,000	62,428	12.21	2.76
.....	.....	.....	343,005	30,493	115,130	186,985	.....	.....
16,250,000	130,000	2.5	47,303	7,135	23,358	39,984	14.57	4.63
10,250,000	217,545	16	48,530	10,033	26,704	47,607	17.70	4.87
18,035,345	98,000	8.8	63,923	13,524	16,332	36,880	13.90	5.97
3,936,901	.....	.....	34,566	.....	.....	40,000	.....	.....
10,000,000	109,300	6.25	48,996	2,654	21,218	30,807	14.57	3.73
22,000,000	156,000	7	51,005	13,886	22,336	50,264	13.52	7.50
11,154,029,176	10,425,060	2.5	3,384,154	176,676	2,115,716	3,384,154	21.62	7.76
13,691,084	146,791	7	62,996	7,830	34,906	59,335	12.81	6.09
60,093,000	495,000	.99	274,946	91,356	96,606	247,957	16.26	8.68
4,624,056	61,600	7.4	19,393	1,866	10,707	19,392	12.12	5.23
.....	71,000	.....	30,978	9,056	14,506	39,978	10.04	5.13
50,000,000	761,000	9.6	152,301	30,385	87,958	152,301	14.62	5.04
34,752,330	344,539	6.81	103,779	20,847	41,240	77,505	14.37	4.24
30,000,000	157,950	7	66,094	8,322	42,705	63,379	27.00	6.73
.....	11,200	8	.....	.....	.....	.....	.....	.....
17,421,953	162,000	5	52,019	17,200	22,139	49,458	14.43	3.29
7,939,800	80,200	5.5	36,718	9,149	15,563	34,268	16.44	6.39
1180,000,000	1,950,000	3.5	823,649	172,810	391,591	739,862	19.84	4.50
219,630,432	1,359,951	4.6	412,072	129,795	181,803	382,921	15.79	4.93

Does not include enrollment in evening schools.

d The villages of Kingston and Rondout were united two years ago, and this report, except of taxable property, is only for the Kingston district.

Summary.—Table

Number.	Cities.	Estimated present population.	Legal school age.	School population.	No. of school buildings.	No. of sittings for study.	No. of teachers.	No. of days schools were taught.	Pupils.		
									Whole number enrolled.	Average daily attendance.	Estimated enrollment in private schools.
	1	2	3	4	5	6	7	8	9	10	11
88	Columbus, Ohio	37,888	6-21	11,346	30	.....	113	194	6,540	4,710	.....
89	Dayton, Ohio	33,400	6-21	10,483	11	.....	98	200	4,979	3,606	.....
90	Portsmouth, Ohio	13,203	6-21	4,242	7	1,848	35	196	2,019	1,365	400
91	Sandusky, Ohio	15,312	6-21	.....	14	.....	36	196	2,211	1,425	.....
92	Springfield, Ohio	17,112	6-21	4,293	5	1,965	38	197	2,242	1,459	640
93	Steubenville, Ohio	11,700	6-21	4,253	6	1,700	31	197	2,234	1,524	300
94	Toledo, Ohio	50,000	6-20	11,468	15	6,205	110	198	6,995	4,233	2,000
95	Zanesville, Ohio	17,000	6-21	5,266	16	2,800	67	196	3,079	2,195	500
96	Portland, Oreg.	12,000	4-20	2,346	9	.....	26	210	1,226	1,062	.....
97	Allegheny, Pa.	70,000	6-21	19,000	22	.....	174	195	11,650	7,216	.....
98	Allentown, Pa.	18,000	6-21	.....	8	.....	69	200	3,524	2,500	300
99	Altoona, Pa.	13,000	6-21	2,998	17	.....	49	175	2,085	.....	731
100	Carbondale, Pa.	10,000	6-21	3,500	7	.....	20	156	1,263	987	100
101	Chester, Pa.	12,000	6-21	.....	10	1,594	32	190	1,600	1,234	400
102	Erie, Pa.	26,237	6-21	8,402	15	2,514	64	196	3,600	2,755	1,000
103	Harrisburgh, Pa.	26,000	6-21	.....	24	4,637	85	219	4,981	3,078	500
104	Norristown, Pa.	14,000	6-21	.....	5	2,010	37	200	2,283	1,504	250
105	Pittsburgh, Pa.	150,000	6-21	.....	57	16,840	397	198	15,614	12,873	.....
106	Reading, Pa.	42,000	6-18	.....	.....	.....	122	220	6,457	4,582	1,200
107	Titusville, Pa.	10,000	6-21	2,600	4	1,295	24	196	1,484	943	220
108	Wilkesbarre, Pa. a.	12,000	6-21	.....	9	1,930	37	193	2,296	.....	600
109	Williamsport, Pa.	20,000	6-21	5,400	25	2,660	74	157	3,251	2,117	1,200
110	York, Pa.	13,000	6-21	.....	7	2,000	32	198	2,305	1,543	200
111	Newport, R. I.	13,520	6-16	.....	10	1,992	42	196	1,846	1,833	804
112	Providence, R. I.	100,000	5-16	17,000	45	.....	269	.....	11,106	10,767	.....
113	Warwick, R. I.	*10,453	4-16	3,246	16	.....	26	198	1,678	1,226	.....
114	Woonsocket, R. I.	13,000	5-15	2,545	10	1,033	24	195	1,349	779	900
115	Chattanooga, Tenn.	11,000	6-21	2,387	7	1,600	19	176	1,582	.....	250
116	Nashville, Tenn.	28,000	6-18	8,877	7	3,345	70	200	3,656	2,520	.....
117	Alexandria, Va.	13,500	5-21	4,351	4	1,200	16	196	815	549	800
118	Lynchburg, Va.	13,050	5-21	3,472	6	1,075	25	200	1,495	730	250
119	Petersburg, Va.	20,000	5-21	6,758	8	1,920	29	200	2,168	1,280	600
120	Portsmouth, Va.	12,000	5-21	3,040	3	.....	13	210	765	379	.....
121	Wheeling, W. Va.	26,266	6-21	9,015	9	3,576	68	199	4,099	2,444	1,000
122	Fond du Lac, Wis.	15,500	4-20	5,796	14	2,600	48	197	3,024	2,100	985
123	La Crosse, Wis.	12,000	4-20	3,939	7	1,400	34	200	1,954	1,226	.....
124	Madison, Wis.	10,000	5-20	3,668	8	1,500	28	180	1,400	.....	500
125	Denver, Colo.	20,000	5-21	3,800	5	1,700	36	185	1,950	1,350	300
126	Georgetown, D. C., (white schools)	9,000	6-17	2,086	4	772	14	195	819	643	853
127	Washington, D. C., (white schools)	89,000	6-17	17,403	36	8,160	143	188	9,845	7,350	5,706
	Total	6,637,905	.....	1,344,028	2,135	621,498	16,438	.....	976,837	604,639	251,078

* Population of census.

a Reports were received from the second and third districts, but none from the first. The report of income and expenditure is for the third district only.

II.—Cities—Concluded.

Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of enrollment in public schools.	
				Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.
12	13	14	15	16	17	18	19	20
\$35,000,000	\$475,487	7	\$213,206	\$32,139	\$70,384	\$150,027	\$15 96	\$6 92
110,900,000	210,000	4.9	178,812	.....	67,336	123,089	19 28	6 30
12,577,261	135,000	5.25	23,201	.....	16,519	23,586	13 42	3 86
9,060,000	154,300	7	46,560	640	18,662	39,385	14 90	4 87
10,513,519	135,800	4.5	61,343	1,002	21,646	44,959	15 86	6 63
15,797,250	143,200	6.6	55,236	.....	15,406	40,976	11 57	3 77
35,000,000	677,510	7	187,828	36,490	64,326	166,517	16 08	6 82
10,000,000	165,000	4	64,114	.....	33,709	53,770	17 59	7 24
10,000,000	100,780	3.5	37,208	600	24,000	29,625	18 00	2 00
52,894,185	832,000	20	261,709	77,083	96,179	249,413	13 55	5 78
111,000,000	400,000	4.5	135,003	5,770	25,344	89,780	10 73	3 63
6,180,000	80,600	10	42,100	21,800	15,857	40,866	6 97	1 41
3,750,000	22,700	.....	12,301	3,450	6,960	11,156	7 36	45
6,500,000	96,450	3.5	23,549	2,200	13,739	21,783	11 54	3 28
22,439,977	275,000	5	89,002	20,551	28,611	78,700	11 11	6 09
20,000,000	331,305	13	81,300	17,566	39,432	76,900	13 20	3 40
7,371,678	101,919	7.5	29,831	1,446	16,085	29,242	11 20	4 25
176,147,794	1,904,500	20.5	702,206	112,501	243,245	601,629	19 13	6 02
.....	358,000	10	119,201	22,862	49,421	119,202	10 88	4 37
6,200,000	103,400	20	49,952	20,250	11,974	53,126	15 34	6 06
14,000,000	150,200	15	28,754	2,900	15,032	26,492	.....	.....
12,000,000	172,000	1.8	56,507	13,217	21,642	56,237	11 07	4 13
17,434,200	100,000	2.5	.....	.....	.....	.....	.....	.....
127,487,500	137,000	.8	37,635	1,000	24,640	37,635	14 53	5 45
6124,682,800	1,000,000	.....	313,672	124,442	159,810	313,672	14 84	2 73
110,060,700	.....	.5	10,853	.....	10,317	.....	8 57	.....
12,000,000	62,000	2	19,960	.....	13,314	17,535	17 73	4 77
14,352,468	16,700	2.5	21,203	7,971	8,850	20,542	14 93	2 53
14,528,050	141,500	4	75,872	12,000	44,780	75,872	18 76	4 38
5,000,000	49,450	2.25	17,739	6,993	7,300	17,409	13 70	5 24
5,500,000	37,325	2.2	17,740	145	13,218	16,620	19 88	2 68
13,108,000	69,500	1.85	44,209	19,165	14,287	33,695	12 33	2 92
3,200,000	13,000	2	10,294	.....	6,200	9,904	17 41	4 76
30,000,000	185,000	3.5	72,897	20,275	34,254	65,065	11 76	3 31
6,500,000	122,156	12.5	47,848	18,113	20,011	46,937	9 52	3 93
2,823,221	61,800	.....	29,142	3,650	17,500	27,145	19 12	.....
.....	4	.....	.....	.....	.....	.....	.....	.....
25,000,000	135,500	3.5	59,000	3,000	45,600	58,409	36 00	4 00
6,300,000	35,120	4	68,200	61,119	10,000	74,459	17 10	3 64
82,200,000	660,877	3.3	231,984	1,043	107,248	169,964	15 00	6 98
5,850,476,757	57,679,227	.....	19,150,514	3,610,730	10,408,103	19,122,323	.....	.....

† Assessed valuation.

b This is the valuation by city assessors; by State assessors it is \$168,547,726.

CLASSIFICATION AND GRADING.*

The theory of grading and classification set forth by Superintendent Harris, of St. Louis, in his report for 1871-72, and which he has practically instituted, to a certain degree at least, in the public schools of that city, has evoked much discussion among the leading educators of the country.

This system, which Mr. Harris says "is not an invention, but a growth of many years, as it has existed in many of our western cities and some eastern cities, discards one general epoch of transfer and reclassification at the close of the year, and adopts instead four or more partial transfers, so arranged as to accommodate a twofold demand: first, that the ablest pupils shall not be kept back; second, that the ablest and highest paid teachers shall at all times have their full quota of pupils."

His argument in favor of this system is based upon—"1. The continually developing difference of rate of progress in studies between pupils of the same class. 2. The continually developing inequality of size of classes; in the lower grades continual accession, in the upper grades continual withdrawal of pupils. There is great difference among pupils in the capacity to learn. Children who enter school at eight years of age can, on an average, make nearly double the progress in primary work that pupils of five years of age can do. The degree of progress is also proportioned to the amount and regularity of attendance upon school. Provision must be made for this difference in rates of progress by frequent reclassification; otherwise the school will become a lifeless machine. The promotion of the best pupils will seem a reward or recognition of their excellence, and will at the same time restore the proper quota of pupils to the teachers of the higher grades. A promotion made once in ten weeks, or once in a quarter, or term, will generally suffice to keep the school in a state of equilibrium."

Of the effect of the system of yearly transfers upon the pupils, Mr. Harris says: "When promotion is made only once a year into the high school, the district schools are compelled to adapt their upper classes to this condition of things, and accordingly make the work of the first grade begin at the beginning of the year and end with its close. The second grade likewise must fall into the same trammels. If a class should finish the work of the second grade before the close of the year, it must not take up first-grade work until the beginning of the next; and if at the commencement of the scholastic year a class of the second grade has not quite finished its work, it is generally put at once into the work of the first grade, although unprepared. The only alternative would be to let it work a year longer on second-grade studies. The utter want of elasticity in the classification of the upper grades of the district schools, arising from the lack of frequent promotions to the high school, works violence continually to the interests of one-third of the pupils. All those delayed through sickness, the necessities of poverty, or inactive temperaments either fall back a whole year, or else, in a vain endeavor to make up their deficiency, overwork themselves or get discouraged.

"What good it does to 'nail a programme to the calendar,' and grind out all at one epoch annually, I cannot see. Its evils I do see every day. I know, however, the reason for such a system. It originated in a desire of the general superintendent to get all promotions under his control by means of a general written examination. Such general examination, while it has done great good, has done great evil, and made schools 'cramming machines' to a fearful extent. The system of frequent transfers leaves the examination and promotion to the supervising principal of the school, and relies far more on the rank attained by the pupil in his daily work. It ascertains who are the six or ten best pupils in the class, in the opinion of the class-teacher, and, if examination confirms this decision, they are placed in the next class above. Thus, by the system of frequent and partial transfers, we are relieved from the dangerous pressure which tends to produce cramming and a resort to mechanical methods."

* From St. Louis report for 1872-73, p. 28; the same for 1873-74, pp. 121-148, and *The National Teacher* for October, November, December, 1874, and February and March, 1875.

The advantages of frequent reclassification, as thus presented, are, in brief—

“(a) *Economy*.—Filling up the classes of the ablest and best-paid teachers, and making room in the lower grades for new pupils constantly applying.

“(b) *Rapid progress*.—The pupils that learn readily are allowed to move forward as fast as their abilities permit; the slower pupils and those irregular in attendance neither allowed to hold back the more fortunate ones nor obliged to overwork and cram in order to keep up.”

A number of city superintendents have taken part in the discussion of Mr. Harris's theory; some of them assuming an attitude decidedly hostile to the plan of frequent reclassification.

Superintendent Stevenson, of Columbus, Ohio, says: “The objections to frequent promotions by classes are, first, frequent changes of teachers; second, the best interests of the majority are sacrificed for the benefit of a very small minority; third, there is no real advantage gained for those who are promoted, in either time or opportunity, for more rapid advancement. * * * Why make a reclassification of a whole school three or four times a year because fifteen per cent. have failed to reach a fixed standard at the end of every three, four, or six months, to the disadvantage of the eighty-five per cent.?”

Superintendent Stone, of Springfield, Mass., thinks that “whatever may be said in favor of such a course, neither theory nor practice gives it a strong indorsement. While it may bring those of the same proficiency together at each classification, a term of ten weeks does not allow sufficient acquaintance to be formed between teacher and pupil to enable both to work to the best advantage before a recast of the school introduces a new class, or one for the most part new. Such frequent changes are found to produce constant confusion, and the advantages of continuous methodical work are almost entirely lost.”

Superintendent Harrington, of New Bedford, objects very decidedly to Mr. Harris's plan of classification. His chief objection lies in the frequent change of teachers and the consequent injury to the thoroughness of instruction and healthfulness of discipline. He contends that the teacher must have time to get acquainted with his pupils, and to plan and carry out systematic methods and processes carefully arranged, so as to produce important mental and moral results. “In New Bedford,” he says, “we are coming to the conclusion more and more completely, and acting upon it accordingly, that it is to the best advantage of our younger scholars that their teachers should be changed very seldom. Our grammar masters are all adopting the method of continuing a class of scholars under the same teacher through all the four years of progress after entering their schools up to the graduating grade. One of our grammar-schools, distinguished for its efficiency, has been under this *régime* for years.” Mr. Harrington also thinks that the frequent introduction of a new element into a class must be attended with considerable difficulty, even if it does not prove positively injurious to the pupils. He says: “By this system of classification a considerable portion of the scholars of every class is changed four times a year. Four several times two divisions are brought together, with a positive difference existing between their several attainments, and they are expected to be forthwith amalgamated, and carried forward successfully as one. By what hocus-pocus this is to be brought about, without either dropping the more advanced division to the level of the less advanced, or lifting the latter, by a single hoist, above the gap of culture that intervenes between the two, to the manifest loss and injury of both, I cannot conceive.”

To these objections Mr. Harris replies: “Is it desirable to keep a pupil back in his studies simply in order that he may recite for a long time to the same teacher? Every superintendent knows that a change of teachers brings the pupil in contact with a new individuality, prevents the danger of warping the development of character in the pupil, and is desirable oftener than once a year in the lower grades and at least once a year in the higher grades, where the teachers are maturer and more highly cultured, until the pupil reaches the high school, where he recites daily to three or

more teachers. * * * The system of frequent transfer does not affect the individual pupil any oftener, on an average, than the system of transfer once a year. The bright pupils, it is true, have frequent opportunity to advance. The system is elastic for them. The slow pupils advance only when ready, and remain longer under one teacher than their quicker classmates. It is the maturer pupils who change teachers the ofttest, and they are the ones who need less individual help and less psychological study on the part of their teachers. * * * Reclassification does not mean a thorough reorganization of classes. It may take place on the promotion of one, two, or a dozen pupils from one class to the next. The system recommended is designed purposely to prevent such complete reorganizations as are necessary when a class changes teachers and is divided and united with other classes. It substitutes a gradual process for such violent measures."

Mr. Harrington, on the other hand, argues that the time gained from the ordinary school course, by superior scholars, through rapid promotion, will be of no value, but rather a loss to them. "That is to say, if the course of study is arranged to occupy five years in time, so as to be completed by an average scholar at 14 years of age, these superior scholars will have finished it in from three to four years, being at the close from 12 to 13 years of age. And what is to be done with them afterward, if they desire a longer period of study? Will you put them into the high school? They are not fit for it. The high school wants *maturity* not *precocity*, for the capacities of the former are likely to be very diverse from those of the latter. The studies of the high school, if what they should be, ascend into the region of abstractions and pure thought, and are beyond the powers of the child of 12 or 13 years of age, no matter how gifted he may be. A mature mind alone can fully and profitably grapple with the curriculum of the high school; and positive injury is done to a child, and to society through him, when advantage is taken of what may be really only a certain vivacity of mental action, coupled with a quick-working, retentive memory, to crowd him forward at an early age into the high school. Equally wrong is it thus to push gifted scholars unduly forward if they are to go out into the world when their elementary course has been completed. The studies of the last two years in a grammar school are worth a hundred per cent. more to a scholar who is somewhat mature in age than to one who is comparatively a child."

Hon. E. E. White, of Ohio, in a paper read before the National Educational Association in Detroit, August 4, 1874, made the following defense of the position assumed by Mr. Harris on the subject of frequent reclassification:

"The pupils in the graded schools are divided into classes, and, to secure necessary economy, these classes are made as large as practicable. The fewer the number of pupils embraced in the system the fewer must be the number of classes, and, as a consequence, the greater must be the inequality in the attainments and capacity of the members of each class, and hence the greater the difficulty of the problem now under consideration. If the teacher of a class adapt his instruction and requirements to the maximum capacity of his pupils, the great majority are hurried over their studies and receive a superficial and imperfect training. If he adapt his class-work to the minimum capacity of the class, the great majority are held back, and, as a consequence, not only sacrifice time and opportunity, but fall into careless and indolent habits of study. The remaining course is for the teacher to adapt his class-work to the medium or average capacity of his pupils, with such special attention to the more and the less advanced pupils as may meet, to some extent, their wants. But here comes in the 'per cent. system,' with its demands. That the class, as whole, may attain a high average per cent., it is necessary that the lowest members of it may reach a good standard, and this results in the holding back of the bright and industrious pupils until by iteration and reiteration the dull and indolent may be brought to the required standard. The amount of time and talent thus wasted in some graded schools is very great. This is not always evident to the teacher, since the brightest pupils, being chained to the duller, soon learn to keep step, scarcely showing their ability to advance more rapidly. This difficulty is greatly aggravated when classes are promoted *en masse* from grade to

grade, the pupils being thus chained to each other year after year, or throughout the course—an efficient process for reducing pupils to the level of mediocrity.

“The statement of these difficulties suggests their partial remedy. The brighter and more capable pupils in each class must have the opportunity to work away from the less capable, and to step forward into a higher class, when the difference between them and their lower classmates becomes too great for a profitable union in the same class. To this end there must be a proper interval between the successive classes, and the reclassification of pupils must be made with corresponding frequency.

“Experience alone can determine what this interval should be, and the frequency with which pupils should be promoted. It is possible that both of these facts may depend somewhat upon the number of pupils included in a graded system, a much more complete classification being possible in large cities than in small towns. While this may be true, it is believed by many experienced superintendents and other intelligent observers that the universal experience of graded schools condemns the prevalent practice of promoting pupils but once a year, with a year’s interval between the classes. This wide interval is a serious obstacle in the way of a needed reclassification of pupils. The more capable pupils cannot be transferred to a higher class, since this obliges them to go over the ground of two years in one—a task successfully performed by very few pupils; and the less advanced pupils cannot be put back into a lower class without serious loss in time and ambition, if they are not withdrawn from school. It may be well for a few pupils in any system of graded schools to spend an entire year in reviewing the previous year’s work; but these exceptional cases are usually the result of an unwise attempt to hold pupils too long together. Large classes of young pupils cannot be kept together, even for one year, without serious loss both to those who are held back and to those who are unduly hurried. What is needed is a system of classification and promotion that shall provide for the breaking of classes at least twice a year, with a transfer of the more advanced pupils, and their union with the less advanced pupils of the next higher class, and also with special transfers of bright pupils from class to class as often as may be necessary, and special provisions for pupils deficient in some branch of study.

“We are aware that the system of annual promotions has special advantages. It reduces the number of classes in the smaller cities and towns, and it saves labor and trouble, especially when classes are promoted in a body, on a minimum standard. It is undoubtedly true that a Procrustean system, which puts pupils in classes, reduces them to the same capacity, and moves them regularly and evenly forward, requires little skill to run it; but this cannot compensate for the serious losses involved. The highest good of pupils ought never to be sacrificed to secure a self-adjusting mechanism and uniformity of results.”

TABLE III.—NORMAL SCHOOLS.

The following is a comparative summary of schools, instructors, and pupils, reported to the Bureau for the years 1870, 1871, 1872, 1873, and 1874:

	1870.	1871.	1872.	1873.	1874.
Number of institutions.....	53	65	98	113	124
Number of instructors.....	178	445	773	887	966
Number of students	10,028	10,922	11,773	16,620	24,405

The following are the summaries by States of the schools reporting, the details of which will be found in Table III of the appendix.

Summary of statistics of normal schools for 1874, Table III.

States.	Number of normal schools supported by—											
	State.			County.			City.			All other agencies.		
	Number of schools.	Number of instructors.	Number of students.	Number of schools.	Number of instructors.	Number of students.	Number of schools.	Number of instructors.	Number of students.	Number of schools.	Number of instructors.	Number of students.
Alabama.....	3	12	332							1	10	112
Arkansas.....	1	2	53							1	3	150
California.....	1	6	234									
Connecticut.....	1	7	180									
Delaware.....	1	6	15									
Georgia.....										1	10	215
Illinois.....	2	25	908	2	12	464	1	7	160	2	11	291
Indiana.....	1	11	228							3	15	300
Iowa.....										2	17	623
Kansas.....										2	7	63
Kentucky.....	3	17	656									
Louisiana.....							1	6	36	3	17	157
Maine.....	1	5	193							2	8	123
Maryland.....	4	16	471									
Maryland.....	2	14	420									
Massachusetts.....	6	52	976									
Michigan.....	1	13	426									
Minnesota.....	3	23	548									
Mississippi.....	2	9	300									
Missouri.....	5	47	1,487				1	12	190	2	8	210
Nebraska.....	1	8	347									
New Hampshire.....	1	2	118									
New Jersey.....	2	30	226									
New York.....	8	119	2,547				1	32	971			
North Carolina.....												
Ohio.....							2	18	485	2	5	94
Oregon.....										1	6	5
Pennsylvania.....	10	112	3,561							1	1	43
Rhode Island.....	1	12	141									
South Carolina.....	1	10	36									
Tennessee.....										1	4	91
Tennessee.....										5	26	841
Vermont.....	3	17	401									
Virginia.....	1	13	237							1	5	115
West Virginia.....	5	18	493							2	7	180
Wisconsin.....	3	32	821							1	6	58
District of Columbia.....										1	4	141
Total.....	73	638	16,431	2	12	464	7	73	1,862	42	228	5,593

The names of ten normal schools from which no statistics have been received will also be found in the table of the appendix.

Summary of statistics of normal schools, &c.—Continued.

States.	Number of schools in each State.	Number of instructors.	Number of students.			Graduates in the last year.		Volumes in library.	
			Total.	Male.	Female.	Whole number.	Number who have engaged in teaching.	Whole number.	Increase in the past year.
Alabama.....	4	22	444	263	181	.....	.....	1,300	.....
Arkansas.....	2	5	203	92	111	.....	6	.....	.....
California.....	1	6	234	36	198	33	30	1,000	50
Connecticut.....	1	7	180	24	156	43	40	500	.....
Delaware.....	2	16	230	165	65	.....	.....	600	100
Georgia.....	2	11	291	192	99	4	4	.....	.....
Illinois.....	8	59	1,832	816	1,016	128	103	5,511	851
Indiana.....	3	28	*853	350	275	.....	.....	2,200	500
Iowa.....	2	7	63	34	29	12	11	800	.....
Kansas.....	3	17	656	316	340	23	17	1,320	20
Kentucky.....	4	23	*233	72	70	.....	.....	1,050	.....
Louisiana.....	3	13	*315	.....	122	61	48	906	10
Maine.....	4	16	471	174	297	44	41	3,550	50
Maryland.....	2	14	420	124	296	26	24	2,329	79
Massachusetts.....	6	52	976	92	884	203	97	13,964	357
Michigan.....	1	13	486	206	280	51	48	2,500	200
Minnesota.....	3	23	548	126	422	53	52	4,700	550
Mississippi.....	2	9	300	180	120	3	3	300	50
Missouri.....	8	67	1,887	1,012	875	152	118	6,880	798
Nebraska.....	1	8	347	159	188	1	.....	.....	.....
New Hampshire.....	1	2	118	84	34	28	24	200	30
New Jersey.....	2	30	286	36	250	35	31	3,800	300
New York.....	9	151	*3,518	431	2,257	359	215	19,112	452
North Carolina.....	2	5	94	62	32	.....	.....	1,100	700
Ohio.....	10	86	*2,220	837	705	147	138	10,371	525
Oregon.....	1	6	5	.....	.....	.....	.....	.....	.....
Pennsylvania.....	11	113	*3,604	2,124	1,254	132	124	12,950	1,125
Rhode Island.....	1	12	141	7	134	39	35	1,000	10
South Carolina.....	2	14	127	38	89	10	7	500	60
Tennessee.....	5	26	841	399	442	16	.....	3,100	600
Vermont.....	3	17	401	119	282	90	73	1,100	.....
Virginia.....	2	18	352	180	172	40	29	1,768	80
West Virginia.....	7	25	679	383	293	50	40	1,900	20
Wisconsin.....	4	38	*879	345	476	25	8	13,760	460
District of Columbia.....	2	7	161	84	77	24	20	200	.....
Total.....	124	966	24,405	9,565	12,521	1,832	1,386	120,271	7,977

* Sex not reported in all cases.

Summary of statistics of normal schools, &c.—Concluded.

States.	Number of schools in which drawing is taught.	Number of collections of models, casts, apparatus, &c., for free-hand drawing.	Number of schools in which vocal music is taught.	Number in which instrumental music is taught.	Number possessing chemical laboratory.	Number possessing philosophical cabinet and apparatus.	Number possessing a museum of natural history.	Number possessing a gymnasium.	Number having model schools.	Number in which students receive diplomas or certificates on completion of course.
Alabama	1		2	1	1	1				3
Arkansas	2	0	2	2	1	0	0	0	2	2
California	1	0	1	0	1	1	1		1	1
Connecticut	1	1	1	0	1	1	0	0	0	1
Delaware	1	1	1	1	1	1	1		1	2
Georgia	0	0	2	1	0	1	0	0	0	1
Illinois	5	2	8	3	5	6	5	1	6	8
Indiana	3	1	3	2	2	2	2		2	3
Iowa					2	2	1			2
Kansas	3		2	0	2	3	1	1	3	3
Kentucky	2	0	4	2	2	3	1	0	2	4
Louisiana	2	1	3	2	1	1	0	1	2	3
Maine	3		2		4	3	1	1	3	4
Maryland	2	1	1	1	1	1	1	0	2	2
Massachusetts	6	6	5	0	5	5	4	1	4	6
Michigan	1	0	1	0	1	1	1	0	1	1
Minnesota	3	1	3	0	1	2	1	1	3	3
Mississippi	0	0	2	2	1	1	0	0	2	2
Missouri	8	4	8	5	4	6	5	1	2	8
Nebraska	1	0	1	1	0	0	0	0	0	1
New Hampshire	1	0	1	1	1	1	1	1	1	1
New Jersey	2	2	2	2	2	2	0	1	1	1
New York	9	5	9	3	9	9	7	4	9	9
North Carolina	1	1	1	1					2	2
Ohio	8	4	10	7	8	8	6	2	3	9
Oregon	1	0	0	0	1	1	1	0	1	1
Pennsylvania	9	7	9	8	6	8	4	2	8	8
Rhode Island	1	1	1	0	1	1	1	0	0	1
South Carolina	2	0	2	0	0	0	1	0	0	2
Tennessee	3	1	5	3	3	3	2		3	4
Vermont	3		3	3	2	3	1	1	1	3
Virginia	1	1	2	1	2	1	0	1	1	2
West Virginia	3	1	4	4	2	2	1	2	2	7
Wisconsin	4	1	4	3	3	3	3	1	3	4
District of Columbia	2	1	2	1		1	2	0	2	2
Total	95	43	107	61	76	84	55	22	73	116

The following table shows the names of the schools and appropriations for the past year, total and *per capita* :

Names of schools.	Appropriation, 1874.	Appropriation <i>per capita</i> of pupils in the past year.*
Rust Normal Institute, Huntsville, Ala.....	\$1,000 00	\$7 00
Connecticut State Normal School, New Britain, Conn.....	12,000 00	64 00
Normal department of Delaware College, Newark, Del.....	3,000 00	200 00
Southern Illinois Normal University, Carbondale, Ill.....	15,000 00	24 31
Cook County Normal School, Englewood, Ill.....	13,500 00	238 57
Normal University of the State of Illinois, Normal, Ill.....	23,987 00	40 94
Leavenworth State Normal School, Leavenworth, Kans.....	6,000 00	20 00
Kansas State Normal School, Emporia, Kans.....	11,192 00	25 00
Normal department of Maine Central Institute, Pittsfield, Me.....	600 00	2 00
Normal department of Oak Grove Seminary, Vassalboro', Me.....	600 00	5 00
Western Maine State Normal School, Farmington, Me.....	6,000 00	45 45
Eastern Maine State Normal School, Castine, Me.....	5,600 00	56 00
Baltimore Normal School for the Education of Colored Teachers, Baltimore, Md.....	2,000 00	8 13
Maryland State Normal School, Baltimore, Md.....	10,500 00	60 35
Framingham State Normal School, Framingham, Mass.....	10,000 00	40 00
State Normal School, Salem, Mass.....	13,000 00	46 93
Massachusetts State Normal Art School, Boston, Mass.....	7,500 00	60 00
State Normal School, Bridgewater, Mass.....	13,000 00	65 00
Michigan State Normal School, Ypsilanti, Mich.....	17,500 00	25 00
First State Normal School, Winona, Minn.....	11,000 00	31 90
State Normal School, Mankato, Minn.....	9,000 00	47 00
State Normal School, St. Cloud, Minn.....	9,000 00	73 50
Normal department of Tougaloo University, Tougaloo, Miss.....	4,500 00	20 00
Mississippi State Normal School, Holly Springs, Miss.....	5,000 00	50 00
North Missouri State Normal School, Kirksville, Mo.....	10,000 00	1 40
South Missouri State Normal School, Warrensburg, Mo.....	10,000 00	25 00
Normal department of Lincoln Institute, Jefferson City, Mo.....	5,000 00	34 34
Southeast Missouri Normal School, Cape Girardeau, Mo.....	2,500 00	43 86
Nebraska State Normal School, Peru, Nebr.....	7,000 00	18 00
New Hampshire State Normal School, Plymouth, N. H.....	5,000 00	32 79
State Normal School, Trenton, N. J.....	20,000 00	60 00
Fredonia State Normal and Training School, Fredonia, N. Y.....	18,000 00	24 52
Oswego State Normal and Training School, Oswego, N. Y.....	18,000 00	41 35
State Normal and Training School, Cortland, N. Y.....	18,000 00	45 11
State Normal School, Buffalo, N. Y.....	18,000 00	60 00
State Normal and Training School, Potsdam, N. Y.....	18,000 00	61 01
State Normal School, Brockport, N. Y.....	18,000 00	61 85
Northwestern State Normal School, Edinboro', Pa.....	5,000 00	6 20
Westchester State Normal School, Westchester, Pa.....	11,587 00	16 00
State Normal School, Mansfield, Pa.....	10,000 00	10 84
Southwestern Normal College, Sagamore, Pa.....	5,400 00	20 00
Keystone State Normal School, Kutztown, Pa.....	12,000 00	21 00
Cumberland Valley State Normal School, Shippensburg, Pa.....	5,000 00	21 00
Rhode Island State Normal School, Providence, R. I.....	10,000 00	55 00
Freedmen's Normal Institute of East Tennessee, Maryville, Tenn.....	91 88	1 00
State Normal School, Randolph, Vt.....	1,500 00	7 60
State Normal School, Castleton, Vt.....	1,500 00	10 09
Johnson Normal School, Johnson, Vt.....	1,500 00	13 98
Hampton Normal and Agricultural Institute, Hampton, Va.....	10,360 00	543 71
Fairmount State Normal School, Fairmount, W. Va.....	2,500 00	30 00

* Exclusive of appropriations for permanent objects.
agricultural college land-scrip fund.

a County appropriation.

b Interest on

In connection with the important lessons to be drawn from the above tables, in regard to the progress of normal training, the following brief exhibit of the course of instruction, &c., in teachers' seminaries in Saxony, is presented.

Conditions of admission: Age, 14 years; the education given in the elementary schools; if possible, some little practice in playing the violin and piano.

Length of course: Six years.

Number of classes: Six.

Course of instruction.

Studies.	Number of hours per week.					
	Class VI.	Class V.	Class IV.	Class III.	Class II.	Class I.
Religion	4	4	4	4	4	4
German	5	5	4	4	4	4
Latin	5	5	4	3	2	2
Geography	2	2	2	2	2	2
History	2	2	2	2	2	2
Natural Sciences	3	3	3	4	3	2
Arithmetic	3	3	3	2	2	2
Geometry	2	2	2	2	2	2
Pedagogies				4	5	5
Music:						
Harmony	1	(1)	(1)	(1)	(1)	(1)
Singing	3	3	3	3	3	3
Violin	1	(1)	(1)	(1)	(1)	(1)
Piano	1	(1)	(1)	(1)	(1)	(1)
Organ			(1)	(1)	(1)	(1)
Penmanship	2	2	1	1		
Drawing	2	2	2	2	1	1
Gymnastics	3	3	3	3	2	2
Practical exercises in teaching					3 (4)	3 (4)
Total	39	36 (39)	33 (37)	36 (40)	35 (40)	34 (39)

NOTE.—The figures in parentheses denote that these studies are optional.

EXTENT OF KNOWLEDGE TO BE REACHED IN EACH STUDY.

Religion: A thorough knowledge of the historical and doctrinal contents of the Holy Scriptures, of the historical development of the Christian church, especially during the first centuries and the age of the Reformation, and of the doctrines of the Protestant church.

German: A thorough knowledge of German grammar as it is now, and of its historical development; a thorough knowledge of German literature and its history, and of its standard classical works, both as to form and contents; absolute fluency in reading, speaking, and writing German.

Latin: Thorough acquaintance with the authors read in the seminary, (viz, Cornelius Nepos, Cæsar, Sallust, Livy, and Cicero;) ability to translate an easy German passage into Latin, without help from the grammar, and without making any striking blunders.

Geography: General knowledge of physical, mathematical, and political geography of the whole world, but more especially of Europe and Germany, and those trans-oceanic countries having relations with Europe; being entirely independent of globes and maps.

History: Knowledge of the most important events and persons in the world's history; special knowledge of German and Saxon history; a thorough acquaintance with all the leading dates.

Natural Sciences : General knowledge of botany, mineralogy, zoology, anthropology, physics, and chemistry.

Arithmetic and Geometry : In arithmetic, a perfect knowledge of all the rules of common arithmetic. In geometry, a thorough knowledge of elementary geometry.

Pedagogics : A good knowledge of psychology, logics, catechetics, and the various methods of instruction, and history of education.

Music : All that is required for worthy musical assistance in divine worship.

Penmanship : A good and legible handwriting.

Drawing : A firm hand, easy execution, and good taste.

This course of instruction, &c., went into operation April, 1874. As a further aid to preparation for their work, these Saxon students have the use of the books and journals of the Comenius-Institution, at Leipsic, founded by a number of educators November 15, 1871, the two hundredth anniversary of the death of Comenius. Its object is to collect a complete educational library, chiefly for the use of teachers. At present (February, 1875) the number of volumes and pamphlets exceeds 10,000, not counting in the educational journals, which have not yet been arranged. The whole institution is supported by voluntary contributions.

Attention is invited to the following extract, as showing what is being done in German-speaking universities to promote an improvement in the methods of instruction :

From the *Allgemeine Schulzeitung*, Jena.

LECTURES ON EDUCATION (PEDAGOGICS) AT THE GERMAN UNIVERSITIES DURING THE WINTER 1874-75.

Basel : History of education, (Professor Heinze,) three hours per week; educational seminary.

Berne : Education and methods of instruction in the German language, (Professor Rüegg,) two hours per week.

Erlangen : Empirical psychology and education, (Professor Schmid,) four hours.

Freiburg : Pedagogics for Gymnasias, (Professor Rauch,) number of hours not known.

Giessen : History of education in the eighteenth and nineteenth centuries, (Professor Bratuscheck,) three hours.

Göttingen : Christian pedagogics, (Professor Schüberlein,) two hours; outlines of modern education, (Professor Krüger,) two hours; exercises in the pedagogical seminary, (Professor Sanppe,) two hours.

Halle : Didactics, (Professor Kramer,) two hours; introduction to pedagogics, (Professor Siebeck,) one hour.

Jena : Literature of education, (Professor Stoy,) four hours; pedagogical seminary, eight hours; Latin disputations on Gymnasium education, one hour.

Innsbruck : Encyclopedia of education, (Professor Barach-Rappaport,) number of hours not known.

Riel : Exercises in the pedagogical seminary, (Professor Thanlow,) number of hours not known.

Leipzig : General science of education, (Professor Masius,) four hours; schools and school-regulations of the sixteenth and seventeenth centuries, number of hours not known; exercises in the pedagogical seminary, one hour; exercises in Professor Ziller's pedagogical seminary, three hours.

Marburg : Christian education, (Professor Scheffer,) one hour.

Munich : Gymnasium education, (Professor Christ,) one hour

Rostock : Pedagogics, (Professor von Stein,) three hours.

Strassburg : Review of the most important educational theories, (Professor Laas,) two hours.

Vienna : Protestant education, (Professor Bühl,) number of hours not known; Catholic education, (Professor Schüller,) two hours; general pedagogics, (Professor Voigt,) three hours.

TABLE IV.—COMMERCIAL AND BUSINESS COLLEGES.

The following is a comparative exhibit of colleges for business training, as reported to this Bureau from 1870 to 1874:

	1870.	1871.	1872.	1873.	1874.
Number of institutions	26	60	53	112	126
Number of instructors	154	168	263	514	577
Number of students.....	5,824	6,460	8,451	22,397	25,822

Summary of Table IV.—Commercial colleges.

States and Territories.	Number of schools.	Number of instructors.	Number of students.			Number of volumes in libraries.
			Male.	Female.	Total.	
California	2	25	764	49	813	.....
Georgia	3	7	287	13	300	.....
Illinois.....	16	69	2,044	306	2,350	3,575
Indiana	7	31	1,530	167	1,697	800
Iowa	8	30	1,203	178	*1,783	493
Kansas	2	4	140	39	179	85
Kentucky.....	2	8	322	30	352	.....
Louisiana.....	2	10	685	30	715	500
Maine	2	5	326	37	363	.....
Maryland	1	7	389	0	389	.....
Massachusetts	5	35	1,062	184	*1,430	400
Michigan	9	32	1,300	206	1,506	850
Minnesota	1	5	242	11	253	121
Missouri	7	48	1,181	146	*1,577	1,085
Nebraska	1	1	118	17	135	.....
New Hampshire	1	3	300	78	378	.....
New Jersey	2	10	331	22	353	550
New York	17	80	3,408	541	3,949	6,325
North Carolina	1	1	12	.....	12	.....
Ohio	13	50	2,466	377	2,843	1,715
Oregon	1	1	48	16	64	.....
Pennsylvania	8	51	1,538	83	*2,015	1,357
Rhode Island	1	11	250	52	302	2,000
Tennessee	3	10	542	12	554	387
Texas	1	3	25	2	27	70
Virginia	1	2	74	0	74	475
Wisconsin	7	28	777	125	902	175
District of Columbia.....	1	3	117	79	196	.....
Utah.....	1	7	314	67	381	350
Total	†126	577	21,797	2,867	25,892	21,313

* Sex not reported in all schools.

† The names of 12 colleges from which no statistics have been received will also be found in the table.

Kindergärten—number of institutions, instructors, and pupils for 1873 and 1874.

	1873.	1874.
Number of institutions.....	42	55
Number of instructors	73	125
Number of pupils	1, 252	1, 636

Summary of Table V.—Kindergärten—location, number of teachers, pupils, &c.

	Names of Kindergärten.	Location.	Number of teachers.	Number of pupils.
1	Miss Martha L. Stearns's Kindergarten.....	New Haven, Conn.....	1	8
2	University Square Kindergarten.....	Chicago, Ill.....	* 2	13
3	West Side Kindergarten.....	Chicago, Ill.....	2	30
4	Miss Hattie F. Sawyer's Kindergarten.....	Louisville, Ky.....	2	26
5	Kindergarten of the German and English Academy.....	Louisville, Ky.....	1	35
6	Bates Street Kindergarten.....	Lewiston, Me.....	1	27
7	Oak Street Kindergarten.....	Lewiston, Me.....	1	20
8	Kindergarten branch of Friends' Elementary and High School.....	Baltimore, Md.....	1	11
9	Kindergarten department of Mount Vernon Institute.....	Baltimore, Md.....	2	18
10	Kindergarten of Lasell Seminary.....	Auburndale, Mass.....	1	14
11	Charity Kindergarten.....	Boston, Mass.....	1	13
12	Chauncy Hall Kindergarten.....	Boston, Mass.....	1	14
13	Miss Annie C. Rust's Kindergarten.....	Boston, Mass.....	1	14
14	North-End Mission Kindergarten.....	Boston, Mass.....	1	16
15	Miss Mary J. Garland's Kindergarten.....	Boston, Mass.....	2	24
16	Public Kindergarten.....	Boston, Mass.....	1	5
17	Follen Street Kindergarten.....	Cambridge, Mass.....	2	25
18	Miss Mary C. Peabody's Fröbel's Kindergarten.....	New Bedford, Mass.....	1	16
19	Lucy B. Hunt's Kindergarten.....	Northampton, Mass.....	2	14
20	Wakefield Kindergarten.....	Wakefield, Mass.....	1	15
21	Nina Moore's Kindergarten.....	West Newton, Mass.....	1	12
22	The Worcester Kindergarten.....	Worcester, Mass.....	2	16
23	Alice Matthews's Kindergarten.....	Yarmouthport, Mass.....	1	10
24	Kindergarten of the German-American Seminary.....	Detroit, Mich.....	1	39
25	Miss Cornie S. Parker's Kindergarten.....	Flint, Mich.....	2	20
26	Miss Mary D. Hyde's Kindergarten.....	Grand Rapids, Mich.....	1	20
27	Kalamazoo Kindergarten.....	Kalamazoo, Mich.....	2	13
28	Divoll Kindergarten.....	St. Louis, Mo.....	4	46
29	Des Peres School.....	South St. Louis, Mo.....	3	48
30	Miss Anna Held's Kindergarten.....	Nashua, N. H.....	1	20
31	Kindergarten of Hoboken Academy.....	Hoboken, N. J.....	1	40
32	Mothers' Kindergarten Association.....	Montclair, N. J.....	2	20
33	Beacon Street German-English School.....	Newark, N. J.....	3	67
34	Green Street School Kindergarten.....	Newark, N. J.....	3	80
35	Misses French and Randolph's Kindergarten.....	New Brunswick, N. J.....	4	22
36	Kindergarten department of Lockwood's New Academy.....	Brooklyn, N. Y.....	1	27
37	Remsen Street Kindergarten.....	Brooklyn, N. Y.....	3	30
38	American Kindergarten.....	New York, N. Y.....	6	55
39	Kindergarten of M. Gebbard's German-American School.....	New York, N. Y.....	2	16
40	Kindergarten of German-American School, (Miss E. von Briesen.)	New York, N. Y.....	3	60
41	Kindergarten of Prof. John Kraus and Mrs. Kraus-Boelte.....	New York, N. Y.....	5	55
42	P. W. Moeller's German-American Institute.....	New York, N. Y.....	1	30
43	Kindergarten of the Rochester Realschule.....	Rochester, N. Y.....	2	20

* Training class of 7.

TABLE V.—*Kindergärten*—location, number of teachers, pupils, &c—Concluded.

	Names of Kindergärten.	Location.	Number of teachers.	Number of pupils
44	Miss E. L. Dickinson's Rochester Kindergarten.....	Rochester, N. Y.	3	40
45	Kindergarten department of Miss Bulkley's School	Tarrytown, N. Y.	1	12
46	Volk's Kindergarten, (Therese Lochmer)	Cincinnati, Ohio	1	20
47	Volk's Kindergarten, (Miss Sophia Lochmer)	Cincinnati, Ohio	2	30
48	Mount Vernon Kindergarten.....	Philadelphia, Pa	3	20
49	Kindergarten of German and English Academy.....	Milwaukee, Wis	5	97
50	Kindergarten of the Northwest Side	Milwaukee, Wis	3	70
51	South-Side German and English Academy No. 3	Milwaukee, Wis	4	23
52	West-Side Kindergarten	Milwaukee, Wis	5	45
53	Le Droit Park Kindergarten.....	Washington, D. C	2	16
54	The Misses Perley's Kindergarten.....	Washington, D. C	2	26
55	Miss Emma Marwedel's German-American Kindergarten....	Washington, D. C	7	95
	Total		125	1,636

TABLE VI.—SECONDARY INSTRUCTION.

The results of the efforts of this Bureau to collect full statistics of secondary instruction are as yet far from satisfactory. The table, however, shows a large increase in the number of institutions over the number reporting in 1872. The following comparative summary exhibits the gain in the work since 1871:

	1870.	1871.	1872.	1873.	1874.
Number of institutions.....		638	811	944	1,631
Number of instructors		3,171	4,501	5,058	5,466
Number of students.....		80,927	98,929	118,570	98,179

It will be observed that although 1,031 institutions, with 408 more teachers, are reported in 1874, as against 944 in 1873, there were 20,391 less students.

This diminution of the number of students is probably attributable to the financial embarrassments of the year, which have, in many States, largely affected the attendance on private schools of the academic class. At present there is a painful deficiency of information respecting secondary instruction in State and city systems. Some of the State reports make no especial mention of the schools of this grade; and of those that do, comparatively few indicate either how many of them are existent, how large a list of pupils is enrolled in them, what are the courses of study, or what proportion of the students follow out these courses to the close. Information of this sort has to be sought laboriously, and often almost in vain, through the reports of county superintendents, city boards of education, and the pages of the various school journals. It would be a great aid to better knowledge of our educational condition, if high authorities in States and cities would embrace this matter of high-school instruction, with full details, in each annual report, telling us how many schools and students they have, what studies enter into the courses of these schools, and what are the requisites for the graduation of the student. This information is especially desired from States in which high schools have been authorized to prepare students for the State university, to which they are admitted on presenting evidence of graduation from the high school. From all States, however, this information is essential, if we are to know precisely how we stand in the matter of preparation for the highest courses of instruction; and from cities hardly less than from the States, since generally in them must be found the best high schools, with the largest number of both students and instructors.

The addresses of Presidents McCosh and Hays before the National Educational Association in 1873 and 1874, and that of President Porter before the Connecticut State Teachers' Association in the latter year, show how important to the well-being of the colleges good secondary schools are held to be. They can hardly be considered less important to the various professional schools and occupations on which many enter directly from the secondary schools. And in proportion to their importance is the desirability of such full information in respect to them as will show not their number only, but their grade, since without this a comparison of their relative efficiency will be impossible, and improvement of those which are defective be difficult and slow.

The following summary is made up from Table VI of the appendix:

TABLE VI.—PART 1.—

States and Territories.	Number of schools.	Instructors.		Number of students.					
		Male.	Female.	Total.	Male.	Female.	In English course.	In classical course.	In modern languages.
Alabama.....	4	8	.....	267	250	17	206	82	15
California.....	2	10	.....	145	145	.....	70	75	35
Connecticut.....	8	19	13	310	301	9	190	66	50
Delaware.....	2	10	2	172	159	13	107	110	18
Georgia.....	6	10	3	352	350	2	153	109	5
Illinois.....	2	7	4	103	103	.....	50	20	15
Indiana.....	2	8	.....	231	231	.....	281	26	23
Iowa.....	1	1	.....	150	150	.....	.....	.....	.....
Kentucky.....	5	13	.....	220	220	.....	90	101	29
Louisiana.....	2	10	.....	350	350	.....	250	.....	150
Maine.....	1	2	2	23	23	.....	12	5	7
Maryland.....	20	78	4	1,147	1,147	.....	789	357	272
Massachusetts.....	8	22	6	219	219	.....	178	78	77
Michigan.....	1	2	1	35	35	.....	21	10	4
Minnesota.....	1	9	.....	126	126	.....	53	73	23
Mississippi.....	2	4	.....	60	60	.....	.....	.....	.....
Missouri.....	5	25	2	341	341	.....	256	70	131
New Hampshire.....	1	2	.....	11	11	.....	3	8	.....
New Jersey.....	7	32	6	519	514	5	305	145	60
New York.....	42	219	39	3,385	3,373	12	2,542	783	739
North Carolina.....	9	23	.....	486	484	2	215	230	37
Ohio.....	6	31	.....	327	327	.....	271	33	237
Oregon.....	2	12	2	170	170	.....	90	38	37
Pennsylvania.....	20	126	17	1,932	1,932	.....	837	527	264
Tennessee.....	7	14	2	537	527	10	361	153	7
Texas.....	1	10	0	310	310	.....	310	.....	220
Vermont.....	3	5	4	103	86	17	76	58	14
Virginia.....	13	34	5	708	699	9	458	275	131
West Virginia.....	1	2	.....	32	32	.....	25	6	7
Wisconsin.....	1	12	.....	225	225	.....	160	130	160
District of Columbia.....	9	20	3	517	517	.....	450	161	69
Colorado Territory.....	1	3	1	24	24	.....	14	10	11
Total, Part 1.....	195	783	116	13,592	13,496	96	8,823	3,239	2,847
Total, Part 2.....	275	426	1,719	20,453	278	20,180	9,914	2,007	4,909
Total, Part 3.....	561	1,117	1,305	64,129	32,711	27,942	32,411	7,231	5,876
Grand total.....	1,031	2,326	3,140	98,179	46,485	48,218	51,148	12,477	13,632

Schools for boys

Number of students.				Number of schools in which drawing is taught.	Number of schools in which vocal music is taught.	Number of schools in which instrumental music is taught.	Volumes in libraries.	Increase in the past year.	Property, income, &c.			
Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.						Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
10	6	.....	.....	1	1	1	900	.....	\$29,500	.....	.....	\$2,000
50	18	13	1	2	0	1	150	0	60,000	.....	.....	17,625
28	14	5	5	5	3	6	555	.....	167,000	\$50,000	\$2,800	25,500
38	16	2	.....	2	1	1	300	75	52,000	.....	.....	7,000
121	21	23	5	1	.....	.....	350	60	40,500	6,000	450	5,905
36	5	4	.....	2	2	2	775	.....	60,000	.....	.....	6,000
25	.....	.....	.....	0	1	1	400	0	20,000	.....	.....	3,175
54	.....	3	.....	.....	1	1	4,590	30	63,000	.....	.....	12,335
.....	57	33	20	0	1	1	800	325	60,000	.....	.....	6,500
5	2	1	2	1	0	1	1,287	0	80,000	0	0	1,800
114	54	46	14	11	6	5	18,600	170	509,000	675,000	40,500	66,500
56	10	8	2	6	5	6	2,100	70	235,600	1,200	90	68,850
4	.....	1	.....	0	1	1	.....	.....	20,600	0	0	3,000
25	7	3	2	0	1	1	400	0	90,000	0	0	30,000
3	.....	.....	.....	.....	.....	.....	.....	.....	10,000	.....	.....	.....
22	.....	10	.....	2	2	2	3,160	.....	110,000	20,000	1,200	15,800
6	.....	.....	.....	1	1	1	.....	.....	.....	.....	.....	.....
64	24	40	10	4	3	5	6,200	75	146,000	13,000	1,000	62,312
423	131	131	27	34	21	23	25,672	1,104	1,160,834	21,500	\$40	340,140
148	36	24	4	1	1	.....	4,200	350	35,000	.....	.....	12,900
44	19	38	9	3	2	4	4,200	.....	148,200	.....	.....	39,200
16	21	2	.....	1	2	2	1,700	10	60,000	7,000	\$40	1,000
212	543	58	27	16	12	7	16,150	59	3,383,000	4,000	603,300	126,571
102	40	17	.....	.....	2	1	.....	.....	36,500	.....	.....	13,800
.....	.....	10	.....	1	1	1	1,200	.....	.....	.....	.....	.....
15	2	.....	3	2	2	3	3,940	28	65,000	0	0	16,000
74	27	49	5	4	3	3	5,900	585	147,000	20,000	.....	35,180
3	0	0	0	1	0	0	.....	.....	40,000	.....	500	1,000
.....	.....	.....	.....	.....	1	1	5,050	50	.....	.....	.....	.....
70	33	24	12	3	3	.....	125	50	31,500	.....	.....	10,974
6	8	0	0	1	1	1	500	.....	15,000	20,000	.....	5,000
1,774	1,094	545	148	105	80	82	103,204	3,032	6,674,664	837,700	648,520	936,127
125	69	52	.....	236	223	247	144,788	3,985	5,563,867	66,500	8,728	711,310
3,203	1,542	726	246	296	345	362	258,473	15,597	11,002,421	2,200,147	205,389	932,447
5,112	2,705	1,323	304	637	648	691	512,465	22,614	23,440,952	3,104,347	\$62,637	2,579,884

TABLE VI.—PART 2.—*Schools for girls.*

States and Territories.	Number of schools.		Instructors.		Number of students.								
			Male.	Female.	Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.
Alabama.....	1	2	2	60	60	50	10	4	4
California.....	9	15	61	887	887	422	39	177
Connecticut.....	9	13	44	355	6	349	185	20	93
Delaware.....	1	5	35	35
Florida.....	1	10	160	30	130
Illinois.....	9	13	115	1,555	20	1,535	390	280	173
Indiana.....	3	20	558	30	528	230	35	46
Kentucky.....	15	12	94	1,221	7	1,214	534	33	21
Louisiana.....	3	8	23	152	152	141	13	134	40	40	5
Maine.....	3	11	87	6	81	87	24	61
Maryland.....	14	33	77	702	6	696	437	187	235
Massachusetts.....	16	27	93	900	2	898	427	76	328	1
Michigan.....	2	1	10	170	170
Minnesota.....	3	17	183	183	153	20	25
Mississippi.....	1	2	49	40
Missouri.....	3	2	16	306	11	295	205	71	80
Nebraska.....	1	6	90	90
New Hampshire.....	4	6	13	106	106	78	29	65
New Jersey.....	9	14	36	345	13	332	270	20	148
New York.....	59	146	390	4,817	32	4,785	1,953	426	1,362	17	1
North Carolina.....	3	5	4	179	179	33	1
Ohio.....	10	6	89	1,414	4	1,410	368	76	85	2	1
Pennsylvania.....	29	59	210	1,722	27	1,695	1,063	220	592
Rhode Island.....	2	3	7	23	23	8	15	20
South Carolina.....	4	5	11	162	2	160	152	51	19
Tennessee.....	10	13	46	722	41	681	510	99	96	71	10	36
Texas.....	5	4	27	272	272	202	10	95	13
Vermont.....	4	2	21	316	316	281	34	217	2
Virginia.....	9	10	53	548	14	534	313	106	83	1	2	6
West Virginia.....	2	1	4	178	178	57	4	4
Wisconsin.....	5	9	54	703	3	700	565	44	500
Dist. of Columbia.....	22	19	116	1,140	24	1,116	720	56	240
Colorado.....	2	2	18	170	170	70	3	10
New Mexico.....	1	11	140	140
Washington.....	1	3	40	40
Total.....	275	426	1,719	20,458	278	20,180	9,914	2,007	4,909	135	69	52

TABLE VI.—PART 2.—*Schools for girls*—Concluded.

States and Territories.	Number of schools in which drawing is taught.	Number of schools in which vocal music is taught.	Number of schools in which instrumental music is taught.	Volumes in libraries.	Increase in the past year.	Property, income, &c.			
						Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
Alabama .....	.....	1	1	.....	.....	.....	.....	.....	\$1,000
California.....	9	8	9	5,000	520	\$280,000	\$5,000	\$550	103,920
Connecticut.....	8	7	9	3,625	204	155,000	.....	.....	21,400
Delaware.....	1	1	1	900	.....	.....	.....	.....	.....
Florida.....	1	1	1	500	.....	.....	.....	.....	.....
Illinois.....	8	8	8	4,650	100	355,000	.....	.....	64,000
Indiana.....	2	1	2	500	75	50,000	.....	.....	4,000
Kentucky.....	13	12	15	12,200	195	260,000	10,000	1,850	16,880
Louisiana.....	3	3	3	450	.....	40,000	.....	.....	5,000
Maine.....	2	3	3	750	.....	72,000	.....	.....	1,000
Maryland.....	12	11	12	4,330	20	498,300	4,000	.....	27,724
Massachusetts.....	16	10	12	4,370	20	153,400	.....	.....	56,200
Michigan.....	2	2	2	2,850	70	4,000	.....	.....	.....
Minnesota.....	1	2	3	445	.....	73,000	.....	.....	2,800
Mississippi.....	0	0	0	.....	.....	5,000	0	0	.....
Missouri.....	3	3	3	3,900	300	60,000	.....	.....	29,000
Nebraska.....	1	1	1	1,500	.....	15,000	.....	.....	9,000
New Hampshire.....	3	3	4	100	50	51,000	4,500	228	900
New Jersey.....	9	8	8	2,200	150	200,250	.....	.....	23,000
New York.....	58	51	56	30,384	473	1,599,117	31,000	4,750	101,763
North Carolina.....	1	2	3	100	.....	3,000	.....	.....	400
Ohio.....	7	7	8	9,200	330	255,000	.....	.....	51,706
Pennsylvania.....	28	24	22	16,710	845	571,000	.....	300	105,214
Rhode Island.....	2	2	2	500	.....	.....	.....	.....	.....
South Carolina.....	1	3	4	654	29	52,000	0	0	6,270
Tennessee.....	8	10	10	20,050	.....	213,000	.....	.....	22,500
Texas.....	4	5	5	1,415	60	30,000	.....	.....	9,070
Vermont.....	4	3	4	3,100	100	24,000	.....	.....	2,200
Virginia.....	4	7	9	1,820	200	79,000	.....	.....	10,534
West Virginia.....	1	2	2	4,700	10	10,000	.....	.....	3,000
Wisconsin.....	5	5	5	4,775	37	210,000	2,000	.....	13,869
District of Columbia.....	16	13	16	1,760	129	50,609	.....	.....	2,900
Colorado.....	2	2	2	800	36	70,000	10,000	1,000	10,000
New Mexico.....	1	1	1	500	.....	.....	.....	.....	.....
Washington.....	0	1	1	50	50	5,200	0	0	3,060
Total.....	236	223	247	144,788	3,985	5,563,807	66,500	8,728	711,310

TABLE VI.—PART 3.—*Schools for boys and girls.*

States and Territories.	Number of schools.	Instructors.		Number of students.									
		Male.	Female.	Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
Alabama	12	12	8	*429	26	5	424	23	18	.....	.....	.....	.....
Arkansas	3	8	3	258	148	110	196	62	4	.....	.....	.....	.....
California	4	6	12	421	233	188	284	62	12	35	46	11	12
Connecticut	23	33	33	*1,338	702	566	617	290	82	92	24	14	6
Delaware	9	15	16	523	271	252	191	42	32	25	16	9	4
Florida	1	1	3	55	25	30	55	10	10	.....	.....	.....	.....
Georgia	7	13	13	578	318	260	413	220	67	67	4	23	6
Illinois	17	51	33	*2,663	1,460	1,143	1,660	237	789	157	89	43	31
Indiana	8	11	21	*1,357	760	577	377	46	36	26	97	10	.....
Iowa	7	24	19	*1,260	543	479	552	85	27	35	2	15	3
Kansas	2	3	2	205	95	110	100	.....	.....	40	.....	.....	.....
Kentucky	27	42	61	*2,513	1,243	1,221	1,453	221	172	106	122	22	6
Louisiana	1	5	3	172	116	56	172	9	130	.....	.....	.....	.....
Maine	30	43	44	3,148	1,584	1,564	1,406	385	245	144	36	20	3
Maryland	6	27	15	1,500	1,038	462	857	28	781	39	25	6	.....
Massachusetts ...	29	56	55	*2,664	1,331	1,248	1,549	366	477	161	16	38	1
Michigan	1	.....	3	32	8	24	.....	.....	.....	.....	.....	.....	.....
Minnesota	8	13	24	1,167	552	615	158	41	23	50	45	34	.....
Mississippi	1	2	2	97	78	19	74	23	.....	.....	.....	1	.....
Missouri	9	11	29	757	245	220	368	37	29	62	28	.....	2
New Hampshire...	32	57	57	*3,067	1,529	1,323	1,468	526	212	159	42	34	9
New Jersey	20	43	63	*1,852	984	723	1,057	296	225	95	16	12	14
New York	141	323	438	*20,047	10,254	8,838	9,596	1,797	1,521	796	320	183	44
North Carolina...	16	23	20	*832	434	311	534	124	48	69	33	32	1
Ohio	39	75	59	*3,884	1,859	1,753	1,502	586	311	155	59	51	11
Oregon	2	3	7	240	118	122	133	57	6	2	.....	4	2
Pennsylvania	28	66	61	3,071	1,725	1,346	1,553	442	199	217	117	36	26
Rhode Island	3	11	12	333	203	180	28	120	28	41	.....	10	1
South Carolina ..	2	2	4	196	125	71	182	14	.....	2	.....	.....	.....
Tennessee	30	64	50	3,557	1,945	1,612	2,328	461	115	296	206	55	46
Texas	5	5	8	527	275	252	247	22	66	50	15	7	10
Vermont	26	43	62	2,626	1,382	1,238	1,338	476	109	211	29	40	5
Virginia	5	7	3	295	185	110	219	32	14	28	35	8	3
West Virginia ...	3	.....	17	409	163	246	175	.....	58	.....	.....	.....	.....
Wisconsin	7	23	22	813	444	369	575	68	17	42	14	4	.....
Dist. of Columbia..	3	1	5	130	67	63	130	.....	.....	.....	.....	.....	.....
Utah	4	5	12	463	237	226	440	14	13	4	.....	4	.....
Total	561	1,117	1,305	*64,129	32,711	27,942	32,411	7,231	5,876	3,203	1,542	726	246

* Sex not reported in all cases.

TABLE VI.—PART 3.—*Schools for boys and girls*—Concluded.

States and Territories.	Number of schools in which drawing is taught.	Number of schools in which vocal music is taught.	Number of schools in which instrumental music is taught.	Volumes in libraries.	Increase in the past year.	Property, income, &c.			
						Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
Alabama	0	1	1	2,000	12	\$1,500	.....	.....	\$1,500
Arkansas	1	3	3	300	.....	30,000	.....	.....	3,000
California	2	4	3	870	200	50,000	\$9,000	\$900	10,300
Connecticut	12	14	15	5,040	250	310,100	110,900	8,170	27,514
Delaware	3	6	6	2,820	25	45,000	.....	.....	7,150
Florida	1	.....	.....	.....	.....	2,500	.....	.....	.....
Georgia	3	6	6	1,325	412	41,500	16,200	1,200	12,000
Illinois	11	11	11	6,100	506	418,000	46,600	4,310	46,858
Indiana	4	5	4	4,500	500	81,000	47,300	4,550	11,895
Iowa	2	5	5	1,650	60	95,000	44,500	2,400	8,743
Kansas	2	2	1	500	.....	13,000	.....	.....	1,000
Kentucky	10	20	20	3,220	30	241,142	3,000	480	39,700
Louisiana .....	.....	.....	.....	20	.....	30,000	0	0	7,500
Maine	12	14	17	8,482	270	304,700	158,300	8,747	13,975
Maryland	3	5	4	5,209	.....	193,500	16,000	.....	16,200
Massachusetts	21	16	12	15,345	581	690,700	589,343	42,703	56,994
Michigan .....	.....	1	1	.....	.....	4,000	1,300	.....	.....
Minnesota	4	6	6	2,246	111	87,000	500	1,500	5,800
Mississippi	0	0	0	.....	.....	3,000	.....	.....	1,000
Missouri	5	8	6	1,200	20	62,500	.....	.....	2,665
New Hampshire	14	20	19	11,296	448	293,200	215,500	13,237	21,496
New Jersey	16	15	15	17,432	1,026	510,135	145,000	9,000	84,913
New York	90	79	100	116,262	6,855	4,732,314	397,734	76,620	285,997
North Carolina	7	9	7	8,250	1,150	150,900	10,000	555	11,444
Ohio	15	26	25	11,925	550	521,650	139,250	12,052	39,597
Oregon	2	2	2	450	.....	27,000	300	36	3,200
Pennsylvania	17	21	21	12,675	581	432,230	22,000	1,400	62,542
Rhode Island	3	2	1	3,700	200	735,000	125,000	7,525	47,745
South Carolina	0	1	1	400	100	16,000	.....	.....	1,060
Tennessee	12	15	20	4,437	1,245	166,500	19,500	3,190	44,963
Texas	3	4	2	140	.....	17,000	.....	.....	5,300
Vermont	11	13	17	7,485	335	441,900	70,920	4,264	10,170
Virginia	1	1	1	.....	.....	14,000	1,000	60	3,100
West Virginia	1	1	1	600	.....	40,000	.....	.....	2,300
Wisconsin	4	5	4	2,325	100	193,000	11,000	1,890	19,360
Dist. of Columbia	2	1	1	200	.....	.....	.....	.....	2,000
Utah	2	3	3	.....	.....	7,450	0	0	4,101
Total	290	345	362	258,473	15,597	11,002,421	2,200,147	205,380	932,447

TABLE VII.—PREPARATORY SCHOOLS.

Detailed statistics of preparatory schools will be found in Table VII of the appendix. The following is a comparative statement of the statistics of these schools as reported to the Bureau for 1873-74:

	1873.	1874.
Number of institutions.....	86	91
Number of instructors.....	690	697
Number of students.....	12,457	11,414

It will be seen that there is an increase of 5 institutions, of 7 instructors, and a decrease of 1,073 students.

*Preparatory schools, Table VII.**

States.	Number of schools.	Number of instructors.	Number of students—				
			Preparing for classical course in college.	Preparing for scientific course in college.	Other students.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
California.....	4	25	47	38	261	14	10
Connecticut.....	6	58	a493	76	561	48	33
Georgia.....	1	2	8	12	77	.....	3
Illinois.....	3	24	92	45	123	18	4
Maine.....	6	29	166	21	371	36	3
Maryland.....	1	14	11	.....	271	.....	.....
Massachusetts.....	21	149	1,024	204	b1,254	146	46
New Hampshire.....	5	36	405	11	251	61	2
New Jersey.....	4	27	118	37	142	27	21
New York.....	17	175	533	180	c1,973	131	61
Ohio.....	3	26	276	193	235	65	25
Pennsylvania.....	7	47	106	36	520	20	9
Rhode Island.....	5	43	167	34	406	22	7
Vermont.....	2	18	65	17	116	13	4
Virginia.....	4	12	107	14	60	19	4
Wisconsin.....	2	12	34	33	187	12	5
Total.....	*91	697	3,635	951	6,808	632	234

* The table contains the names of 9 schools from which no statistics have been received.

a Includes the English department of Professor Russell's Collegiate Institute.

b Includes 405 students in the Cambridge High School, unclassified.

c Includes 240 students in the Charlier Institute, unclassified.

Preparatory schools, &c.—Concluded.

States.	Library.		Property, income, &c.				
	Number of volumes.	Increase in the past year.	Value of grounds, buildings, and apparatus.	Amount of scholarship funds.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
California	2, 150	250	\$202, 000				\$9, 500.
Connecticut	6, 350	300	492, 000	\$11, 500	\$97, 000	\$6, 670	11, 657
Georgia			15, 600	500			7, 800
Illinois	4, 400	300	145, 000				1, 961
Maine	4, 900	375	143, 500		12, 000	720	7, 330
Maryland	2, 500	100	75, 000				12, 500
Massachusetts	29, 750	3, 224	832, 500	42, 000	400, 100	19, 724	129, 774
New Hampshire	4, 800	164	322, 000	23, 650	160, 000	10, 248	12, 440
New Jersey			220, 000				23, 636
New York	13, 970	450	1, 158, 408	2, 000	225, 045	16, 366	98, 864
Ohio	500	50	150, 000				19, 300
Pennsylvania	3, 025	325	368, 500		50, 000	3, 500	31, 872
Rhode Island	4, 500		230, 000		100, 000	7, 000	31, 534
Vermont	1, 400	100	32, 000	600	40, 000	2, 000	2, 000
Virginia	2, 500	100	59, 000				12, 400
Wisconsin	2, 000		85, 000				8, 643
Total	82, 745	5, 738	4, 559, 908	80, 250	1, 084, 145	66, 228	421, 304

TABLE VIII.—SUPERIOR INSTRUCTION OF WOMEN.

Statistics in detail of schools for the superior education of women will be found in Table VIII of the appendix. The following is a comparative summary of institutions, instructors, and pupils, from 1870 to 1874, inclusive:

	1870.	1871.	1872.	1873.	1874.
Number of institutions	33	136	175	205	209
Number of instructors	378	1, 163	1, 617	2, 120	2, 225
Number of students	5, 337	12, 841	11, 238	24, 613	23, 445

It will be seen that the number of institutions reported is four more than in 1873 the instructors 165 more, and the number of students 1,163 less.

TABLE VIII.—*Superior instruction of women.*

States.	Number of institutions.	Corps of instruction.			Preparatory department.		Collegiate department.	
		Total.	Male.	Female.	Instructors.	Students.	Number of students in regular course.	Number of students in special or partial course.
Alabama.....	10	87	23	64	8	280	483	42
California.....	2	42	3	39	.....	100	.....	.....
Connecticut.....	3	9	1	8	.....	.....	.....	.....
Delaware.....	1	13	5	8	2	75	56	6
Georgia.....	18	†102	39	52	13	388	1,020	25
Illinois.....	9	170	69	101	14	386	519	83
Indiana.....	4	40	4	36	4	100	129	20
Iowa.....	2	25	3	22	.....	.....	57	.....
Kansas.....	1	9	3	6	3	48	11	16
Kentucky.....	16	105	35	70	12	337	906	11
Louisiana.....	1	5	1	4	.....	33	47	.....
Maine.....	1	11	6	5	.....	.....	17	.....
Maryland.....	6	58	14	44	4	162	216	1
Massachusetts.....	10	†132	38	79	2	110	882	13
Michigan.....	2	18	2	16	2	29	126	19
Minnesota.....	1	13	3	10	.....	.....	.....	.....
Mississippi.....	7	46	13	33	3	323	439	14
Missouri.....	10	†106	15	88	2	319	505	8
New Hampshire.....	3	23	2	21	3	140	.....	.....
New Jersey.....	4	54	19	35	1	24	210	7
New York.....	16	216	45	171	30	1,132	714	39
North Carolina.....	11	106	28	78	7	179	651	57
Ohio.....	13	146	40	106	15	643	1,152	191
Oregon.....	1	9	1	8	.....	.....	.....	.....
Pennsylvania.....	16	213	60	153	4	470	465	146
South Carolina.....	4	34	11	23	3	69	345	.....
Tennessee.....	11	†82	19	45	6	256	675	95
Texas.....	8	45	11	34	3	203	246	21
Vermont.....	1	11	6	5	.....	50	.....	200
Virginia.....	12	127	56	71	12	133	548	54
West Virginia.....	2	21	4	17	7	75	207	10
Wisconsin.....	3	42	4	38	5	126	124	15
Total.....	209	*2,120	583	1,490	165	6,190	10,750	1,093

* Classification not reported in all cases.

† Sex not reported in all cases.

TABLE VIII.—*Superior instruction of women—Concluded.*

States.	Collegiate department.		Number of institutions authorized by law to confer collegiate degrees.	Library.		Property, income, &c.			
	Number of post-graduate students.	Total number of students in collegiate department.		Number of volumes.	Increase in the past year.	Value of grounds, buildings and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
Alabama.....	21	*664	8	11,750	260	\$52,500	\$3,000	\$300	\$51,091
California.....	1	150	1	2,500	100	25,000			
Connecticut.....		142		110		40,000			
Delaware.....		62		3,000		60,000			
Georgia.....	19	*1,264	14	12,750	285	415,500			32,077
Illinois.....	4	*840	7	35,708	550	506,000			109,132
Indiana.....		*394	2	4,500		135,000			18,037
Iowa.....		*307	1	1,100	125				
Kansas.....		27		1,500					
Kentucky.....	6	*1,162	11	8,162	445	422,000			86,616
Louisiana.....		47	1	300		25,000	20,000	1,000	2,400
Maine.....		*177	1	2,000	200	85,000	46,000	2,780	6,183
Maryland.....	4	*306	2	8,700		168,000	20,000	1,200	20,000
Massachusetts.....	6	914	1	21,207	1,183	925,000	450,000	30,000	71,733
Michigan.....	17	162	1	1,000	150	115,000			17,000
Minnesota.....		104		600		50,000			
Mississippi.....	8	461	6	5,525	170	193,000			34,420
Missouri.....	3	*711	6	4,700	625	260,000	20,000		40,400
New Hampshire...	1	292	2	1,978	1,120	144,000	161,200	14,200	804
New Jersey.....		*520	1	6,000		159,000			14,000
New York.....	13	*1,354	2	26,639	804	1,795,317	40,400	3,024	225,181
North Carolina....	5	*903	8	9,100		312,000	5,500		40,000
Ohio.....	9	1,352	6	13,610	250	1,005,600			109,220
Oregon.....		130		400	36	39,000		100	13,500
Pennsylvania.....	12	*1,175	7	29,134	529	895,600	52,500	3,150	119,493
South Carolina.....		345	3	1,300	50	105,060			15,000
Tennessee.....	2	*1,110	5	6,000	220	310,500			51,574
Texas.....	1	*418	3	1,700		95,000			15,600
Vermont.....		252		500		160,000			4,000
Virginia.....	3	*1,096	8	6,000	280	571,900			61,200
West Virginia.....	2	219		700		35,000			
Wisconsin.....	1	*195	2	2,300	90	110,600		500	10,000
Total.....	138	17,255	109	231,133	7,433	9,092,717	818,600	56,834	1,168,661

* Classification not reported in all cases

Degrees conferred by institutions for the superior instruction of women, Table VIII.

States.	No. of degrees.	States.	No. of degrees.
Alabama.....	46	Nebraska.....	
Arkansas.....		Nevada.....	
California.....		New Hampshire.....	16
Connecticut.....		New Jersey.....	3
Delaware.....		New York.....	
Florida.....		North Carolina.....	16
Georgia.....	68	Ohio.....	62
Illinois.....	33	Oregon.....	
Indiana.....	12	Pennsylvania.....	27
Iowa.....		Rhode Island.....	
Kansas.....		South Carolina.....	34
Kentucky.....	48	Tennessee.....	97
Louisiana.....	3	Texas.....	4
Maine.....	3	Vermont.....	
Maryland.....	9	Virginia.....	16
Massachusetts.....		West Virginia.....	
Michigan.....		Wisconsin.....	
Minnesota.....			
Mississippi.....	41	Total.....	563
Missouri.....	20		

TABLE IX.—UNIVERSITIES AND COLLEGES.

The following is a statement of the aggregate number of this class of institutions, with instructors and students, as reported to this Bureau each year from 1870 to 1874, inclusive.

	1870.	1871.	1872.	1873.	1874.
Number of institutions.....	266	290	298	323	343
Number of instructors.....	2, 523	2, 962	3, 040	3, 106	3, 783
Number of students.....	49, 163	49, 827	45, 617	52, 053	56, 692

It will be noticed that the number of institutions reported in 1874 is 20 greater than in 1873, the number of instructors larger by 677, and the attendance by 4,639.

For statistics of the several universities and colleges reporting to the Bureau for 1874, see Table IX of the appendix.

The following is a summary of the institutions by States :

TABLE IX.—Universities and colleges.

States and Territories.	Number of colleges reporting.	Number reporting date of charter.	Number not reporting date of charter.	Number reporting only preparatory students.	Number reporting collegiate students.	Number not reporting students by classes.	Number not reporting.	Number not reporting libraries.	Years in course.				
									Number not reporting.	Number four years.	Number three years.	Number two years.	Number over four years.
Alabama.....	5	5	.....	1	3	1	.....	1	1	2	1	.....	1
Arkansas.....	2	2	.....	.....	2	.....	.....	0	.....	2	.....	.....	.....
California.....	12	12	.....	2	9	.....	1	1	3	6	1	.....	2
Connecticut.....	3	3	.....	.....	3	.....	.....	0	.....	3	.....	.....	.....
Delaware.....	1	1	.....	.....	1	.....	.....	0	.....	1	.....	.....	.....
Georgia.....	5	5	.....	.....	5	.....	.....	0	.....	5	.....	.....	.....
Illinois.....	23	21	2	.....	23	.....	.....	2	.....	19	.....	.....	4
Indiana.....	17	15	2	.....	17	.....	.....	6	1	10	.....	.....	6
Iowa.....	17	16	1	2	15	.....	.....	1	.....	15	1	1	.....
Kansas.....	7	7	.....	.....	6	.....	1	1	1	5	.....	.....	1
Kentucky.....	12	11	1	1	11	.....	.....	2	1	7	1	.....	3
Louisiana.....	7	7	.....	1	5	.....	1	1	.....	4	1	.....	2
Maine.....	3	3	.....	.....	3	.....	.....	0	.....	3	.....	.....	.....
Maryland.....	7	7	.....	.....	7	.....	.....	0	1	4	.....	.....	2
Massachusetts.....	7	7	.....	.....	7	.....	.....	1	.....	5	.....	.....	2
Michigan.....	7	6	1	.....	7	.....	.....	0	.....	6	.....	.....	1
Minnesota.....	3	3	.....	.....	3	.....	.....	0	1	1	.....	.....	1
Mississippi.....	6	6	.....	1	4	1	.....	0	1	4	.....	.....	1
Missouri.....	17	16	1	.....	17	.....	.....	2	.....	13	1	.....	3
Nebraska.....	3	3	.....	.....	3	.....	.....	0	.....	3	.....	.....	.....
New Hampshire.....	1	1	.....	.....	1	.....	.....	0	.....	1	.....	.....	.....
New Jersey.....	4	4	.....	1	3	.....	.....	0	.....	4	.....	.....	.....
New York.....	26	21	5	2	24	.....	.....	0	1	21	.....	.....	4
North Carolina.....	6	6	.....	1	4	.....	1	0	1	4	.....	.....	1
Ohio.....	34	32	2	2	32	.....	.....	1	2	26	.....	.....	6
Oregon.....	7	6	1	.....	5	1	1	2	1	5	.....	.....	1
Pennsylvania.....	27	27	.....	1	25	.....	1	1	2	22	.....	.....	3
Rhode Island.....	1	1	.....	.....	1	.....	.....	0	.....	1	.....	.....	.....
South Carolina.....	8	8	.....	2	5	.....	1	2	2	6	.....	.....	.....
Tennessee.....	19	19	.....	2	15	1	1	5	3	14	.....	.....	2
Texas.....	12	10	2	3	8	.....	1	5	2	9	.....	.....	1
Vermont.....	3	3	.....	.....	3	.....	.....	0	.....	3	.....	.....	.....
Virginia.....	8	8	.....	.....	8	.....	.....	0	3	3	1	.....	1
West Virginia.....	3	3	.....	.....	3	.....	.....	0	.....	3	.....	.....	.....
Wisconsin.....	10	9	1	.....	10	.....	.....	1	1	8	.....	.....	1
District of Columbia.....	5	5	.....	.....	4	.....	1	1	.....	4	.....	.....	1
Colorado.....	2	1	1	1	1	.....	.....	2	.....	2	.....	.....	.....
Utah.....	1	1	.....	1	.....	.....	.....	0	.....	1	.....	.....	.....
Washington.....	2	1	1	1	1	.....	.....	0	1	1	.....	.....	.....
Total.....	343	322	21	25	304	4	10	32	29	256	7	1	50

TABLE IX.—Universities and

States and Territories.	Number of colleges.		Preparatory department.				Number of students unclassified.	Collegiate department.							
			Number of instructors.	Students.				Corps of instruction.	Whole number of students.	Students in classical course.		Students in scientific course.		Number of post-graduates.	
				Total.	Male.	Female.				Preparing for college course.	Male.	Female.	Male.		Female.
Alabama	5	1	206	199	7	28	125	55	274	.....	.....	.....	.....	1
Arkansas	2	.....	106	106	.....	24	.....	8	39	13	.....	.....	.....	1
California	12	9	*681	400	171	248	23	136	752	186	35	57	30	11	
Connecticut	3	0	0	0	0	0	.....	53	855	768	6	24	1	56
Delaware	1	0	0	0	0	0	.....	6	45	.....	.....	.....	.....	.....
Georgia	5	2	128	112	16	125	.....	35	574	274	12	19	.....	.....
Illinois	23	46	*3,416	2,000	807	1,311	.....	232	1,904	807	119	432	163	6
Indiana	17	40	1,893	1,547	346	928	84	132	1,613	749	68	317	123	2	
Iowa	17	49	*2,703	1,534	941	743	183	138	829	272	151	129	100	9	
Kansas	7	.....	355	220	135	93	110	42	206	44	25	21	23	13
Kentucky	12	7	273	255	18	181	82	79	802	117	19	89	68	1	
Louisiana	7	5	*392	129	12	139	178	56	82	30	5	7	.....	1
Maine	3	.....	.....	.....	.....	.....	.....	32	355	276	10	64	.....	5
Maryland	7	29	437	424	13	147	.....	77	477	236	48	.....	.....	.....
Massachusetts	7	7	183	183	.....	.....	.....	132	1,517	1,297	16	12	.....	47
Michigan	7	12	*891	336	253	194	67	99	817	433	81	105	54	10	
Minnesota	3	5	391	263	123	302	.....	38	167	90	1	64	11	1
Mississippi	6	7	429	272	157	118	75	46	271	66	3	.....	.....	.....
Missouri	17	54	1,612	1,316	296	707	112	175	1,358	388	151	78	16	12	
Nebraska	3	2	190	151	39	57	.....	19	55	17	3	14	6	.....
New Hampshire	1	.....	.....	.....	.....	.....	.....	20	265	265	.....	.....	.....	.....
New Jersey	4	14	110	110	.....	65	.....	61	645	562	.....	76	.....	7
New York	26	83	2,640	2,685	555	1,482	51	419	3,010	1,576	350	598	121	33	
North Carolina	6	.....	381	336	45	88	.....	31	267	209	.....	14	.....	2
Ohio	34	57	3,264	2,398	866	1,160	151	258	2,430	1,406	145	508	253	29	
Oregon	7	5	644	325	319	43	152	30	186	65	36	44	35	1	
Pennsylvania	27	44	*1,938	1,695	203	788	124	256	2,238	1,518	57	556	58	9	
Rhode Island	1	.....	.....	.....	.....	.....	.....	15	253	218	.....	32	.....	3
South Carolina	8	10	436	386	50	159	.....	33	287	254	.....	32	.....	1
Tennessee	19	37	1,737	1,355	382	707	100	130	757	439	79	82	2	1	
Texas	12	20	1,129	701	428	101	.....	64	691	280	182	3	7	8
Vermont	3	2	42	42	.....	42	.....	20	161	107	12	35	4	.....
Virginia	8	4	153	153	.....	75	.....	72	1,289	279	.....	.....	.....	2
West Virginia	3	3	111	105	6	72	.....	23	171	135	.....	34	.....	2
Wisconsin	10	32	1,174	905	269	644	31	84	664	472	36	65	47	17	
Dist. of Columbia	5	3	285	280	5	191	.....	54	141	93	1	.....	1	1
Colorado	2	1	60	34	26	27	.....	7	15	.....	.....	10	5	.....
Utah	1	4	179	110	69	43	.....	4	.....	.....	.....	.....	.....	.....
Washington	2	.....	50	27	23	.....	.....	3	56	.....	.....	.....	.....	.....
Total	343	603	*23,529	20,494	6,585	11,032	1,648	3,180	26,515	13,947	1,651	3,522	1,136	283	
No. of colleges reporting .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* Sex not reported in all cases.

colleges—Concluded.

Volumes in libraries.			Property, income, &c.					
Number in college library.	Number in society libraries.	Increase in the past year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.
12,100	800	500	\$440,000	\$351,000	\$28,000	\$10,000	.....
200	300	.....	105,000	18,000	1,800	2,000	.....
34,460	3,700	400	1,024,520	70,000	4,000	105,300	\$24,193	.....
109,763	18,000	5,547	1,233,700	1,196,368	84,359	61,727	.....	\$156,217
6,000	.....	.....	50,000	83,000	4,980	900	3,000	.....
23,500	11,600	1,520	540,600	540,000	43,329	16,200	8,000	10,000
113,800	26,543	2,740	3,041,200	2,309,612	87,285	59,545	.....	54,308
65,374	20,670	5,045	1,990,000	1,114,361	95,582	17,338	23,000	132,000
36,190	6,291	2,554	1,061,048	628,919	51,335	42,202	52,300	16,282
12,200	1,100	850	435,000	77,300	7,541	13,295	29,244	3,500
31,024	9,200	857	651,000	760,400	33,390	31,200	.....	.....
28,400	500	600	358,055	138,000	18,280	15,917	.....	.....
32,064	17,200	1,300	434,000	454,000	9,240	19,870	.....	20,000
26,200	2,525	750	450,000	.....	.....	58,089	29,465	1,500
217,464	20,500	9,270	3,413,215	1,989,467	134,325	118,239	.....	378,023
36,975	1,950	820	562,585	630,232	82,264	25,052	28,550	27,000
13,015	500	3,210	177,950	217,407	16,217	3,437	19,000	.....
12,950	4,000	100	537,725	62,725	4,720	6,000	50,000	.....
58,700	10,095	2,225	1,043,850	600,000	70,000	137,969	13,250	45,000
3,200	200	350	248,000	20,000	2,000	8,500	24,610	.....
53,100	.....	4,800	160,000	460,000	11,489	21,025	.....	103,000
43,500	17,800	300	900,500	1,190,150	63,347	38,039	.....	76,200
253,579	16,097	6,039	6,196,647	8,182,332	442,142	305,849	190,871	349,677
23,850	30,000	1,375	389,000	110,000	8,600	13,975	.....	10,000
132,096	53,100	4,470	2,433,153	1,610,060	141,573	109,058	.....	198,730
7,405	500	37	188,550	139,000	13,500	12,128	5,000	65,000
124,085	63,856	11,005	3,895,700	1,382,233	115,071	201,082	.....	135,000
40,000	.....	.....	1,500,000	687,814	41,470	23,099	.....	55,029
64,942	7,000	400	610,000	445,000	25,600	7,453	50,000	34,400
30,060	14,217	3,282	1,217,500	1,019,800	56,448	67,718	23,330	.....
8,775	2,250	1,100	684,000	49,000	2,200	45,070	.....	.....
30,724	1,150	703	362,309	217,172	14,230	4,700	.....	55,472
78,080	33,100	2,635	695,000	460,000	15,800	35,969	.....	12,060
5,537	2,000	200	415,000	170,000	11,100	3,800	18,000	.....
36,456	6,300	2,200	935,925	750,967	58,673	114,258	17,303	61,000
46,887	3,100	366	720,500	.....	.....	10,100	.....	.....
.....	.....	.....	10,000	.....	.....	.....	.....	.....
2,300	.....	95	.....	.....	.....	2,880	2,500	.....
500	.....	150	50,000	15,000	2,000	.....	.....	.....
1,870,455	406,144	78,495	39,170,223	23,080,309	1,801,690	1,768,929	611,676	1,999,338
200	158	152	303	178	168	208	25	58

Statistical summary of number of students in institutions for superior instruction, (not including students in preparatory departments.)

States and Territories.	No. of students in colleges.	Number of students in schools of science.	Number of students in schools for the superior instruction of women.	Total number of students reported in these institutions.
Alabama.....	274	105	684	1,043
Arkansas.....	39	80		119
California.....	752	131	150	1,033
Connecticut.....	855	248	142	1,245
Delaware.....	45		62	107
Florida.....				
Georgia.....	574	91	1,264	1,929
Illinois.....	1,904	486	840	3,230
Indiana.....	1,613	19	394	2,026
Iowa.....	820	295	307	1,421
Kansas.....	206	209	27	442
Kentucky.....	802	140	1,162	2,104
Louisiana.....	82		47	129
Maine.....	355	121	177	653
Maryland.....	477	76	306	859
Massachusetts.....	1,517	547	914	2,978
Michigan.....	817	121	162	1,100
Minnesota.....	167	4	104	275
Mississippi.....	271	21	461	753
Missouri.....	1,358	145	711	2,214
Nebraska.....	55			55
Nevada.....				
New Hampshire.....	265	116	292	673
New Jersey.....	645	180	520	1,345
New York.....	3,010	828	1,354	5,192
North Carolina.....	267		903	1,170
Ohio.....	2,430	59	1,352	3,841
Oregon.....	189	55	130	365
Pennsylvania.....	2,238	225	1,175	3,638
Rhode Island.....	253			253
South Carolina.....	287	20	345	652
Tennessee.....	757	46	1,110	1,913
Texas.....	691		418	1,109
Vermont.....	161	25	252	438
Virginia.....	1,289	474	1,096	2,859
West Virginia.....	171	24	219	414
Wisconsin.....	664	190	195	1,049
District of Columbia.....	144			144
Colorado.....	15	4		19
Utah.....				
Washington.....	56			56
Total.....	26,515	5,085	17,255	48,855

In connection with the statistics of superior instruction is presented the following summary of students in classical and scientific preparatory courses:

States and Territories.	Number preparing for college course, (Table IX.)	No. preparing for classical course in college.		No. preparing for scientific course in college.			Total reported.
		In academies, (Table VI.)	In preparatory schools, (Table VII.)	In academies, (Table VI.)	In preparatory schools, (Table VII.)	In preparatory departments of scientific schools, (Table X.)	
Alabama	23	14	.....	10	.....	3	55
Arkansas	24	.....	.....	.....	.....	142	166
California	243	85	47	64	38	.....	432
Connecticut	0	120	493	38	76	.....	727
Delaware	0	63	.....	32	.....	.....	95
Florida .....	.....	.....	.....	.....	.....	.....	.....
Georgia	125	188	8	25	12	402	760
Illinois	1,311	193	92	94	45	134	1,869
Indiana	928	51	.....	97	.....	27	1,103
Iowa	743	35	.....	2	.....	.....	780
Kansas	93	40	.....	.....	.....	.....	133
Kentucky	181	160	.....	123	.....	40	509
Louisiana	139	40	.....	97	.....	150	426
Maine .....	.....	149	166	38	21	.....	374
Maryland	147	153	11	79	.....	15	405
Massachusetts .....	.....	217	1,024	26	204	.....	1,471
Michigan	194	4	.....	.....	.....	.....	198
Minnesota	302	75	.....	52	.....	.....	429
Mississippi	118	3	.....	.....	.....	119	240
Missouri	707	84	.....	23	.....	54	873
Nebraska	57	.....	.....	.....	.....	12	69
Nevada .....	.....	.....	.....	.....	.....	.....	.....
New Hampshire .....	.....	165	408	42	11	.....	626
New Jersey	65	150	118	40	37	40	459
New York	1,482	1,230	533	451	180	.....	3,876
North Carolina	88	217	.....	69	.....	.....	374
Ohio	1,160	291	276	78	193	89	1,997
Oregon	43	18	.....	21	.....	50	132
Pennsylvania	788	429	106	660	36	106	2,125
Rhode Island .....	.....	41	167	.....	34	.....	245
South Carolina	159	2	.....	.....	.....	.....	161
Tennessee	797	469	.....	356	.....	83	1,615
Texas	101	50	.....	23	.....	.....	179
Vermont	42	226	65	31	17	.....	381
Virginia	75	103	107	64	14	44	407
West Virginia	72	3	.....	.....	.....	23	93
Wisconsin	644	42	34	14	33	51	818
District of Columbia	191	70	.....	33	.....	.....	294
Colorado	27	6	.....	8	.....	.....	41
Utah	43	4	.....	.....	.....	.....	47
Washington .....	.....	.....	.....	.....	.....	.....	.....
Total	11,032	5,112	3,655	2,705	951	1,584	25,039

The statistics of examinations for admission to the Military and Naval Academies were first sought and presented in the report of 1870. These academies belonging to Departments other than the Interior, the inquiries received the President's approval, and were sent directly to the officers in charge. When looking over the schedules and giving his approval, the President suggested the desirableness of gathering similar facts respecting college examinations throughout the country. Accordingly, in 1871, an effort was made to collect them. It turned out, however, that very few colleges kept a record of such facts; only six colleges were able to report with any degree of definiteness. This year the effort has been renewed with the following valuable results from sixty-two universities and colleges. It appears that the total number of candidates for these several institutions was 3,515; that the total number admitted without conditions was 2,015; that 486 were conditioned in Latin, 471 in Greek, 559 in mathematics, 227 in history and geography; and that of those rejected, 53 failed in Latin, 62 in Greek, 144 in mathematics, 74 in history and geography, and 346 in two or more subjects of examination.

Summary of college-entrance-examinations in 1874.

Name.	Location.	Total number of candidates.	Number admitted.				Number rejected for deficiency in—				
			Without conditions.	Conditioned in—				Latin.	Greek.	Mathematics.	History and geography.
				Latin.	Greek.	Mathematics.	History and geography.				
University of California	Berkeley, Cal	123	54	13	3	19	a5	...	...	...	15
Trinity College	Hartford, Conn	30	10	11	3	10	b14	1	2	1	1
Wesleyan University	Middletown, Conn	49	9	15	22	24	7	0	0	0	0
Knox College	Galesburg, Ill.	19	13	6	2	0	0	0	0	0	0
Shurtleff College	Upper Alton, Ill.	18	6	0	9	3	...	...	...	...	...
Wheaton College	Wheaton, Ill.	9	5	...	1	3	...	...	...	...	...
Indiana University	Bloomington, Ind	40	31	6	0	0	0	3	0	3	3
Concordia College	Fort Wayne, Ind.	91	80	7	...	...	...	...	...	...	4
Earlham College	Richmond, Ind.	20	8	12	0	4	6	...	...	...	...
Upper Iowa University	Fayette, Iowa	15	11	4	4	...	...	...	...	...	...
Cornell College	Mt. Vernon, Iowa	44	31	12	1	0	0	0	0	0	0
Central University of Iowa	Pella, Iowa	31	17	...	2	...	...	8	10	6	8
University of Kansas	Lawrence, Kans	15	11	2	2	0	...	...	...	...	...
Bowdoin College	Brunswick, Me	31	11	6	2	9	...	1	1	...	5
Bates College	Lewiston, Me	29	19	4	10	4	0	0	0	0	0
Colby University	Waterville, Me	35	22	10	10	8	...	3	3	2	3
Amherst College	Amherst, Mass	130	43	55	26	51	30	...	...	...	15
College of Liberal Arts, Boston University	Boston, Mass	38	24	5	5	2	3	0	0	1	0
Harvard College	Cambridge, Mass	258	74	92	96	101	41	...	...	...	39
Tufts College	College Hill, Mass	17	7	2	8	4	c3	0	0	0	0
Williams College	Williamstown, Mass	84	28	15	26	27	1	...	...	...	13
Kalamazoo College	Kalamazoo, Mich	8	5	...	1	3	...	...	...	...	...
Olivet College	Olivet, Mich	33	23	...	...	...	...	...	2	...	3
Carleton College	Northfield, Minn.	10	5	1	3	1	1	...	...	...	1
Washington University	St. Louis, Mo	28	7	0	4	8	d4	3	3	4	4
Dartmouth College	Hanover, N. H	101	40	23	28	9	e1	1	7	2	5

a History or geography, or both.

b English grammar, history, and geography.

c Geography.

d 6 also conditioned in German and 4 in English composition.

e 5 were conditioned in German.

Summary of college-entrance-examinations in 1874—Concluded.

Name.	Location.	Total number of candidates.	Number admitted.					Number rejected for deficiency in—				
			Without conditions.	Conditioned in—				Latin.	Greek.	Mathematics.	History and geography.	Two or more subjects of examination.
				Latin.	Greek.	Mathematics.	History and geog-raphy.					
Rutgers College.....	New Brunswick, N. J.	45	20	2	9	18	7	0	0	0	0	2
Rutgers Scientific School.....	New Brunswick, N. J.	16	6			4	4			0	0	0
St. Stephen's College....	Annandale, N. Y.....	20	13	0	4	2	0	2	2	2	0	2
St. Lawrence University.....	Canton, N. Y.....	17	13	2	1	0	0	0	0	1	2	2
Hamilton College.....	Clinton, N. Y.....	43	40	2	7	2						2
Madison University....	Hamilton, N. Y.....	30	20	5	5	5				2		
Cornell University.....	Ithaca, N. Y.....	208	106	4	1	57	7	0	1	13	0	19
College of the City of New York.....	New York, N. Y.....	587	434	(a)	(a)	0	0			66	60	153
Manhattan College.....	New York, N. Y.....	40	25	0	0	5	0	10	5	5	0	15
Vassar College.....	Poughkeepsie, N. Y....	677	58	4	4	1	8					
Union College.....	Schenectady, N. Y.....	63	42	21	19	18	0					
Davidson College.....	Davidson College, N. C.	56	10	19	14	16	19	4	6	4		6
Buchtel College.....	Akron, Ohio.....	40	30		2	10		0	0	0	0	
University of Cincinnati.....	Cincinnati, Ohio.....	12	10									2
Denison University.....	Granville, Ohio.....	25	16	3	7	0	1	1	1	0	0	0
Marietta College.....	Marietta, Ohio.....	27	17	2	4	7	0	0	0	0	0	0
Oberlin College.....	Oberlin, Ohio.....	63	27	17	11	6	18	1	1	0	0	4
Heidelberg College....	Tiffin, Ohio.....	42	40	2	1	2	1	0	0	0	0	0
Pennsylvania College..	Gettysburg, Pa.....	21	17	3	3	1		1	1	1		
Thiel College.....	Greenville, Pa.....	12	6	3	4	3						
University at Lewisburg.....	Lewisburg, Pa.....	23	21	0	0	1						1
Westminster College..	New Wilmington, Pa..	36	27	1	4	4						
Villanova College.....	Villanova, Pa.....	98	40	30	30	25	0	3	3	0	0	3
Washington and Jefferson College.....	Washington, Pa.....	87	39	3	4	12						9
Brown University.....	Providence, R. I.....	92	44	29	17	19	110	1	4	3	0	1
Erskine College.....	Due West, S. C.....	31	24	3	2	4	1	0	0	0	0	0
Newberry College.....	Walhalla, S. C.....	16	11	1	5	0	0	0	0	0	0	0
Fisk University.....	Nashville, Tenn.....	9	5	2	2	1	0	1	1	1	0	1
University of Vermont..	Burlington, Vt.....	23	25	0	0	0	0	1	1	1	0	1
Middlebury College....	Middlebury, Vt.....	16	13	3	3	3						
Norwich University....	Northfield, Vt.....	15	13	1	1	0	0	0	0	0	0	0
Roanoke College.....	Salem, Va.....	85	48	12	27	19	13	8	10	14	9	
West Virginia University.....	Morgantown, W. Va..	83	76	1	5	2	0	0	0	0	0	0
Lawrence University....	Appleton, Wis.....	24	4	6	3	10	2					
Beloit College.....	Beloit, Wis.....	25	12	3	3	5	6	0	0	0	0	0
University of Wisconsin	Madison, Wis.....	92	64	1	1	7	9	0	0	10	0	3
Total.....		3,515	2,015	486	471	559	227	53	62	144	74	346

a Not required to enter.

b Number admitted to the college in 1874.

c In German, French, or Greek.

d In English studies.

LXVIII REPORT OF THE COMMISSIONER OF EDUCATION.

The following table exhibits some of the numerical results of the last five examinations for admission to Harvard College:

Year.	Candidates for freshman class.	Candidates for advanced standing.	Whole number.	Number admitted.	Number admitted without conditions.	Number rejected.	Per cent. rejected.
1870	234	17	251	213	42	38	15
1871	238	19	257	221	60	36	14
1872	226	13	239	203	59	36	15
1873	241	16	257	228	64	29	11
1874	237	21	258	219	74	39	15

TABLE X.—SCHOOLS OF SCIENCE.

The following statement shows the number of institutions and departments of this class, with instructors and students, as reported to this Office, in each year from 1870 to 1874 inclusive. The numbers under 1873 and 1874 include the national Military and Naval Academies:

	1870.	1871.	1872.	1873.	1874.
Number of institutions.....	17	41	70	70	72
Number of instructors.....	144	303	724	749	609
Number of students.....	1,413	3,303	5,395	8,950	7,244

The number of institutions reported in 1874 is greater by two, the number of instructors less by 140, and the attendance less by 1,606, than in 1873.

The following summary is drawn from the corresponding table of the appendix:

TABLE X.—PART 1.—*Schools of science.*

States.	Number.	Preparatory department.		Scientific department.				Number of State scholarships.	Number of other free scholarships.	
		Instructors.	Students.		Corps of instruction.	Students.				
			Male.	Female.		In regular course.	In partial course.			Number of post-graduates.
Alabama.....	1		3		7	105				
Arkansas.....	1	1	105	37	10	80	0	0	237	50
California.....	1	0	0	0	13	103	28			
Connecticut.....	1	0	0	0	31	206	11	31	30	
Delaware.....	a1	0	0	0					30	
Florida.....	b0									
Georgia.....	2	1	204	198	14	91			220	50
Illinois.....	1				25	406		2	0	0
Indiana.....	1		27		6	19			0	
Iowa.....	1	0	0	0	17	292		3		0
Kansas.....	1				15	203	5	1	0	0
Kentucky.....	1	1	40		7	140			300	0
Louisiana.....	1	5	150							
Maine.....	1				8	119	2			
Maryland.....	1	1	15		7	76			60	0
Massachusetts.....	2				48	261	151	2	0	6
Michigan.....	1	0	0	0	7	106	11	4	0	0
Minnesota.....	a1					4				
Mississippi.....	2	3	70		6	6			113	63
Missouri.....	2	1	47	7	14	100	43	2	0	0
Nebraska.....	1	2	12		3					
Nevada.....	b0									
New Hampshire.....	1	0	0	0	13	33	0	0	12	33
New Jersey.....	1	0	0	0	11	52	3	0	40	0
New York.....	1	0	0	0		409				
North Carolina.....	c1									
Ohio.....	1	0	0	0	9	49	10	0	0	
Oregon.....	1	1	20	30	2	54		1	60	
Pennsylvania.....	1	1	72	14	9	56				
Rhode Island.....	a1									
South Carolina.....	1				2	20				
Tennessee.....	1		83			46			275	3
Texas.....	1									
Vermont.....	1	0	0	0	7	19	4	2	0	15
Virginia.....	2	1	27	17	20	193		3	232	
West Virginia.....	1		23	0		24			0	0
Wisconsin.....	1		23	23		190			0	0
Total.....	40	18	926	326	311	3,462	263	51	1,614	220
U. S. Military Acad'y.	1				46	275				
U. S. Naval Academy.	1	0	0	0	53	297	0	0	0	0
Grand total.....	42	18	926	326	415	4,037	263	51	1,614	220

a Reported with classical department. See Table IX.

b Not yet established.

c Suspended.

TABLE X.—PART 1.—*Schools of science*—Concluded.

States.	Library.			Property, income, &c.				
	Number of volumes.	Number of volumes in society libraries.	Increase in the past year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Amount of State appropriation for the last year.	Receipts for the last year from tuition fees.
Alabama.....	2,000	.....	300	\$100,000	\$253,000	\$20,000	20	\$2,000
Arkansas.....	210	0	9	130,000	130,000	10,400	15,000	1,200
California.....	.....	.....	.....	.....	.....	.....	.....	.....
Connecticut.....	5,000	.....	.....	215,000	220,225	.....	.....	.....
Delaware.....	.....	.....	.....	.....	.....	.....	.....	.....
Florida.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia.....	13,000	4,000	350	107,000	232,000	20,510	0	550
Illinois.....	10,000	60	260	639,372	319,000	56,150	.....	0
Indiana.....	500	.....	.....	216,686	356,503	19,725	60,000	.....
Iowa.....	3,500	0	100	438,337	226,378	30,000	28,500	0
Kansas.....	2,952	100	73	109,091	213,907	20,000	28,012	0
Kentucky.....	.....	200	0	250,000	165,000	9,900	0	2,600
Louisiana.....	.....	.....	.....	.....	196,200	.....	.....	.....
Maine.....	2,200	.....	200	120,000	134,000	8,264	12,500	.....
Maryland.....	.....	1,000	.....	100,000	112,500	6,977	6,000	0
Massachusetts.....	3,000	500	100	230,000	250,000	15,000	18,000	8,000
Michigan.....	3,436	110	386	231,206	214,875	15,041	28,602	0
Minnesota.....	.....	.....	.....	.....	.....	.....	.....	.....
Mississippi.....	650	.....	650	12,905	123,150	9,852	50,000	.....
Missouri.....	1,600	.....	300	116,500	25,000	23,500	0	1,500
Nebraska.....	.....	.....	.....	.....	.....	.....	24,610	.....
Nevada.....	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire.....	1,200	200	100	116,000	114,000	6,840	5,000	280
New Jersey.....	5,000	3,800	300	.....	116,000	6,960	0	.....
New York.....	.....	.....	.....	.....	.....	.....	.....	.....
North Carolina.....	.....	.....	.....	.....	.....	.....	.....	.....
Ohio.....	1,000	0	1,000	300,000	500,000	30,000	0	500
Oregon.....	.....	.....	.....	6,000	.....	.....	5,000	.....
Pennsylvania.....	1,500	.....	.....	397,529	500,000	30,000	0	0
Rhode Island.....	.....	.....	.....	.....	.....	.....	.....	.....
South Carolina.....	.....	.....	.....	.....	180,000	12,000	.....	.....
Tennessee.....	.....	.....	.....	.....	.....	.....	.....	.....
Texas.....	.....	.....	.....	.....	.....	.....	.....	.....
Vermont.....	.....	.....	.....	.....	.....	.....	.....	.....
Virginia.....	1,768	250	268	213,621	257,500	31,045	15,000	560
West Virginia.....	.....	.....	.....	.....	.....	.....	.....	.....
Wisconsin.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	58,516	10,220	4,396	4,099,397	4,955,238	382,164	296,224	17,190
U. S. Military Academy.....	25,000	.....	.....	.....	.....	.....	.....	.....
U. S. Naval Academy.....	17,000	0	0	3,000,000	0	0	6176,307	0
Grand total.....	100,516	10,220	4,396	7,099,397	4,955,238	382,164	472,531	17,190

a Suspended.

b United States appropriation.

TABLE X.—PART 2.—*Schools of science.*

States.	Number.	Preparatory department.			Scientific department.				Number of State scholarships.	Number of other free scholarships.
		Instructors.	Students.		Corps of instruction.	Students.				
			Male.	Female.		In regular course.	In partial course.	Number of post-graduates.		
Illinois	1	1	77	57	4	8	70	.....	8	0
Indiana	a1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maine	b1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Massachusetts	2	.....	.....	.....	24	199	2	2	20	7
Mississippi	1	2	23	21	2	15	.....	.....	0	0
Missouri	b1	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire	2	0	0	0	21	82	1	.....	.....	1
New Jersey	2	3	40	0	21	122	.....	3	0	20
New York	4	.....	.....	.....	42	323	27	9	.....	.....
Ohio	b3	1	34	55	.....	.....	.....	.....	.....	.....
Oregon	b1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pennsylvania	6	4	20	.....	27	152	15	2	.....	.....
Virginia	4	.....	.....	.....	13	266	.....	12	50	.....
Colorado	1	.....	.....	.....	6	4	.....	.....	10	.....
Total	30	11	199	133	165	1,161	115	23	88	23

States.	Library.			Property, income, &c.				
	Number of volumes.	Number of volumes in society libraries.	Increase in the past year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Amount of State appropriation for the last year.	Receipts for the last year from tuition fees.
Illinois	500	.....	.....	\$25,000	\$30,000	\$1,200	\$0	\$1,950
Indiana .....	.....	.....	.....	20,000	136,000	.....	.....	.....
Maine .....	.....	.....	.....	.....	.....	.....	.....	.....
Massachusetts	4,000	.....	100	250,000	228,734	41,532	.....	6,133
Mississippi	0	0	0	3,500	0	0	0	1,400
Missouri .....	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire	2,000	.....	55	13,000	155,000	10,500	0	4,832
New Jersey	5,000	.....	250	640,000	600,000	47,000	0	5,542
New York	11,998	.....	700	76,000	25,000	.....	.....	53,525
Ohio .....	.....	.....	.....	15,000	.....	.....	.....	.....
Oregon .....	.....	.....	.....	.....	.....	.....	.....	.....
Pennsylvania	32,500	1,000	2,000	307,000	.....	.....	.....	17,000
Virginia	5,000	1,000	1,000	351,800	40,000	2,200	15,000	20,000
Colorado .....	.....	.....	.....	12,000	.....	.....	5,000	.....
Total	60,998	2,000	4,105	1,713,300	1,264,734	102,432	20,000	115,332

a Classes not yet organized.

b Reported with classical department. See Table IX.

During the past year an important inquiry* was made, by order of the House of Representatives, into the condition and management of the colleges for agriculture and the mechanic arts, included in the above summary, and established under act of Congress, July 2, 1862. The completeness of the schedule of inquiries sent out furnished every institution an opportunity to present all the phases of its plans and work. The fidelity to the spirit of the act under which the grants were made, and the fairness and patience with which the work was prosecuted, commend the conclusions of the committee to all. By the courtesy of the chairman of the committee, Hon. James Monroe, I am enabled to present the following facts ascertained by them in reply to their inquiries, and which will be embodied in their forthcoming report.

Questions like the following were suggested at the very outset: What are the proper relations of the Government to the education of the people? What are its relations especially to scientific and technical education, such as is offered by colleges of agriculture and the mechanic arts? Does the endowment of such schools come within the proper and constitutional sphere of the National Government? In other words, should schools of this class be supported by taxation of the whole body of the people? If this question be answered in the affirmative, the inquiry then arises, What is the true ideal for schools of this grade? What systems should be adopted? What should be the extent and variety of the instruction furnished? How ample should be the material appliances? How numerous and how expensive should colleges of this kind be made? The temptation to discuss this class of subjects has been somewhat strengthened by suggestions favoring such discussion, from sources entitled to high respect.

But not turning aside for the discussion of these questions, the committee discuss the following subjects: "Sale of land and land-scrip;" "investments of the proceeds of the sale of land and land-scrip;" "the financial management;" "educational results," and concludes with several miscellaneous references. Quoting the language of the act of 1862, they observe that its great object, with respect to investments, is "*security*." They treat of the investments by the several States considerably in detail, finding some things to disapprove and many to commend. Florida and Kansas furnished the committee no replies to their inquiries in regard to investments of money. They report the following as the States which have received noticeably large prices for their lands: Minnesota, \$5.62 per acre; California, \$5; Michigan, \$3.25; Iowa, \$2.27; Missouri, \$1.84; Wisconsin, \$1.25; and further add that, "as regards the States which received only land-scrip, the price for which this was sold ranged from 41½ cents per acre in the case of Rhode Island, to 95 cents per acre in the case of Virginia. Between these extremes, two States sold for 50 cents; seven for prices between 50 cents and 60 cents; one for 60 cents; three for prices between 60 cents and 70 cents; two for prices

* WASHINGTON, D. C., February 18, 1874.

To _____,
_____:

SIR: On the 2d of the present month the House of Representatives unanimously adopted the following resolution:

"*Resolved*, That the Committee on Education and Labor is hereby instructed to inquire into the condition and management of the agricultural and other colleges which have received grants from the United States, under the act of July 2, 1862, and the acts in addition thereto; also to inquire in regard to the investment and security of the funds of these institutions, and whether their management is in accordance with the Constitution and laws of the United States and the conditions of the aforesaid grants."

In the discharge of the duty thus imposed upon the committee, we respectfully address to you the accompanying inquiries, and shall hope to receive your reply as promptly as your convenience and the preparation of the necessary information will permit.

These inquiries are addressed to you in no unfriendly spirit, but in the hope and belief that the large majority of the institutions contemplated by them have been honestly managed, and a large portion of them both honestly and wisely. We trust that the replies received will be so full, thorough, and candid as to prevent the necessity of any further measures to obtain the desired information.

This letter and the accompanying schedules will be forwarded, not only to institutions organized under the act of July 2, 1862, but to others of similar character and object, in the belief that the officers of the latter class will take pleasure in replying to such of the inquiries as are pertinent to their circumstances, and thus furnish the means of an instructive comparison.

Yours, respectfully,

JAMES MONROE,

Chairman of the Committee on Education and Labor.

between 70 cents and 80 cents; three for prices between 80 cents and 90 cents; four for 90 cents; and two for prices between 90 cents and \$1. Here the relative time of sale was the question of importance."

They state that, "at a later period, and largely through the energetic management of one of the ablest men and truest friends of education which this generation has produced,—the late Ezra Cornell, of Ithaca, N. Y.,—the sale of scrip was brought under the control of a single system of agencies, characterized by unity, method, prudence, and sagacity. The value of the scrip was thus enhanced, and hundreds of thousands of dollars were saved for the education of the people. * * * With the single exception of Delaware, the States which received the largest sums for their scrip were, in their order, Virginia, Tennessee, Alabama, Georgia, Mississippi, Arkansas, Texas, and Louisiana."

They state that the interest has been paid in Alabama, Arkansas, Georgia, Mississippi, and Virginia, while in Tennessee the failure of the State to pay the interest necessitated the sale of State treasury-warrants at a discount, and a loss of \$10,065.25 was incurred—a loss to learning by the violation of a just obligation, which it is hoped the honor of the State will not permit to remain unpaid. In North Carolina the bonds have yielded no income. In South Carolina they find that the management of this trust has been "equally reprehensible;" and that "in the States of Nebraska, Nevada, and Oregon the lands granted by the United States have not yet been sold, and consequently no investments have yet been made."

The report of the committee further states:

No funds are reported lost from the moneys received from the national land-grant, except insignificant sums in two or three cases. It must be added, however, that no attempt is made to report in this connection the amount lost to the colleges from diminution of the principal or of the interest paid thereon in consequence of injudicious investments. The losses from this source, if accurately ascertained, would no doubt make a large aggregate.

The colleges are generally free from debt. Such debts as exist are commonly for small amounts, and are all for legitimate objects, and in the way of early liquidation. There is nothing in this respect to produce anxiety among the friends of education.

The system thus far pursued, upon all the points named under this head, indicates both sound feeling and practice in the present managers of the colleges, and is one of the best guarantees of future prosperity.

EDUCATIONAL RESULTS.

These institutions may be described, in general, as being in a state of formation. In a few States no provision has yet been made for the establishment of colleges. In several other States, although the necessary legislation has been enacted, no progress has yet been made with organization. In a larger number organization has but recently been effected, and only six institutions are reported as having been commenced prior to 1865. It is evident that we have not sufficient data for the proper discussion of the topics which at once suggest themselves to the thoughtful inquirer, even were they all legitimate fields of investigation in the present report. Are these colleges so in harmony with the spirit of our institutions and the genius of our people that the popular interest will gather about them, and that they will become great centers of enlightenment; or are the great educational forces to exert themselves rather from schools not established directly by the Government? Which will be most successful, those colleges which are attached to other institutions, or those which have independent charters? Are schools of this kind better suited to some sections of the Union than to others, and hence more likely to take root and prosper in these than in sections less congenial? It is too early to obtain intelligent answers to these questions from the imperfect information furnished us. Indeed, many of the colleges very properly ask for a delay of judgment in regard to the amount and quality of their work until time has given them further opportunities. It is due, however, to this whole class of institutions to say that there is nothing in the results thus far attained that can be called discouraging. In several of the States the failure or delay is fairly chargeable to social disorders which, it is hoped, will prove to be temporary. The delays and mistakes elsewhere are probably only such as are incident to human nature engaged in a new enterprise. It may be doubted whether the colleges of agriculture and the mechanic arts have had more than their fair average share of blunders, of which every department of activity furnishes its proportion. A considerable number of the colleges have done work which

requires no apology, and a few of those earliest organized have already found time to take high rank among the institutions of the land. The number of students in attendance upon these schools is already between three and four thousand, and they have furnished more than 1,600 graduates to the active occupations of life. They are generally gathering about themselves material appliances in the form of farms, stock, workshops, machinery, books, and apparatus. More than two hundred teachers are engaged in the work of instruction. There is evidence of an honest purpose to make the studies pursued such in variety, in extent, and in value as shall meet the requirements of the law to which they are indebted for their endowment. Studies connected with agriculture and the mechanic arts are made prominent if not paramount, and there is reason to believe that by this means the taste for these branches of knowledge has been considerably increased in the whole community. It must be added, that the reports sent from these colleges reveal, in many cases, a certain fresh interest, a spirit of youth, a new enthusiasm, which, when intelligent and enduring, is one of the best prophecies of success. Strong evidence is afforded of the power of these institutions to establish sympathetic relations between themselves and the communities in which they are placed, in the fact that they have already received, in appropriations from States and in donations from towns, counties, and private individuals, an amount almost equal in the aggregate to the whole bounty of the Government.

Among the inquiries addressed to the colleges is one in regard to the average cost of educating a pupil—that is, the average cost of instruction, as distinct from other expenses. The replies vary from \$40, in the case of Kentucky, to \$293.23, in the case of Pennsylvania. The average of all the sums reported is about \$118.42. Tuition to pupils belonging to the State is commonly either free or at a very low rate.

To the question whether persons of color are admitted, twenty-nine colleges have forwarded replies. Of these, fifteen report that such students would be admitted; nine, that none have applied; two, that they would not be admitted, because provision has been made for them elsewhere; two, that no rule prevents their admission; and one, that terms of admission have not yet been settled.

It will be found that the graduates and other students of the agricultural and mechanical colleges are doing their fair share of the useful and responsible work connected with the interests of labor and with practical life.

Two industrial schools of high order, not endowed by the national land-grant, the Worcester County Free Institute and the Brooklyn Collegiate and Polytechnic Institute, have forwarded reports to the committee.

In conclusion, the committee will recommend “that the Attorney-General be requested to report to the House what measures, if any, should be taken by the United States to secure from any State the fulfillment of its contract to preserve undiminished the principal of the fund derived from the grant of land made by the United States for the support of colleges of agriculture and the mechanic arts, and whether, in his judgment, the provisions of existing law are sufficient to afford a remedy in the premises.”

Many valuable facts appear in the reports submitted by the several colleges, which will be found in substance in the appropriate places in this and other reports from this Office.

A study of the facts gathered by the committee suggests two important conclusions with regard to the management of these colleges: First, the general incompleteness of the records kept; second, the need not only of fidelity, but of financial skill in the administration of their endowments.

It is apparent that, however the funds of the several institutions have been mismanaged, none of the stigma of it attaches to the faculties of the colleges.

There is abundant evidence that they have, to the best of their ability, sought to secure remunerative investments for the funds, and to organize and conduct the colleges in full accord with the spirit of the act establishing and endowing them. Scientific colleges, so recently established among us, have to prepare:

1st. Their teachers.

2d. Their apparatus and other means of instruction.*

* Among the recent most valuable contributions to the literature of scientific education is Knight's *Mechanical Dictionary*. Mr. Knight, in the preparation of it, has had rare advantages, as examiner in the United States Patent-Office and editor of the reports of patent-cases. His work would do good in the reference library of every school.

Side by side with it, though very different in aim and scope, may be fitly put *Technical Training*, by Thomas Twining, London, who is engaged in efforts to popularize science, especially for the benefit of the working classes.

3d. The courses of study in the fitting schools.

4th. The public mind.*

In these colleges we may reasonably expect the various questions of physical science and their application to be solved as they arise.† Officers and instructors are manifesting a thorough sympathy with this spirit of progress. Among the agricultural topics that specially demand their immediate attention are forestry and irrigation.

SIGNAL-SERVICE STATIONS AT AGRICULTURAL COLLEGES.

I think it is already apparent that the agricultural colleges could, with good reason, be made stations of the Signal-Service of the United States.

First. The colleges could furnish an intelligent corps of observers.

Secondly. This connection of the Signal-Service with colleges of agriculture and the mechanic arts would be likely to contribute greatly to the progress of the science of meteorology: (a) by bringing the facts observed directly to the attention of professors learned in this and related subjects, and occupied with instruction in them; (b) by creating among students when young an interest in the subject, and giving them peculiar facilities for progress in it; (c) these colleges having in connection with them experimental farms, professors and students would eagerly study the application of meteorological information to farming, and thus a greater benefit would accrue to this vast and primary interest from the Signal-Service than is possible as it is at present organized.

In 1864, in order to arrest the attention of the laboring classes, he prepared a syllabus of six lectures, as follows:

1. The Alphabet of the Science of Common Life; or, A First Peep into the Mysteries of Health and Comfort.

2. A Good Home, and what belongs to it.

3. Furniture and Clothing, and Health as affected by them.

4. Food; its purposes, principles, and resources. How to make meals palatable, wholesome, and cheap. Beverages.

5. Fire; what it is, and how to make the best of it. Contrivances for Ventilation.

6. Good Health, and how to keep it.

* A proposition is under discussion by Harvard and other institutions to send out parties, under the lead of professors, for field study of the aspects of natural science after the method instituted by Agassiz, at Penikese. If carried out, it undoubtedly will accomplish much in the advancement of science and of right methods in the prosecution of scientific inquiry.

† Dr. J. M. Toner, president of the National Health Association, and a well-known writer upon medical subjects, referring to the injury done by the use of impure vaccine-matter, and the need of some source for a supply of pure virus from the cow, suggests that the agricultural colleges endowed by the General Government, which have experimental farms, might well furnish this.

TABLE XI.—SCHOOLS OF THEOLOGY.

The following is a comparative statement of the number of schools of theology (including theological departments) reporting to this Bureau each year, from 1870 to 1874, inclusive, with the number of professors and number of students:

	1870.	1871.	1872.	1873.	1874.
Number of institutions	80	94	104	110	113
Number of instructors	339	369	435	573	579
Number of students.....	3,254	3,204	3,251	3,838	4,356

It will be observed that the number of institutions reported in 1874 is 3 more than in 1873, the number of instructors 6 more, and the attendance 518 greater.

TABLE XI.—*Statistical summary of theological seminaries.*

Denomination.	Number of seminaries.	Number of professors.	Number of students.
Roman Catholic	18	144	1,228
Baptist	16	58	634
Presbyterian	15	74	617
Lutheran.....	13	52	426
Protestant Episcopal.....	12	56	294
Congregational.....	8	50	220
Methodist Episcopal.....	7	53	321
Reformed.....	3	10	67
United Presbyterian.....	3	12	89
Christian.....	2	8	82
Free Baptist	2	10	45
Methodist.....	2	1	48
Universalist.....	2	10	27
African Methodist Episcopal.....	1	5	8
Cumberland Presbyterian	1	4	12
German Reformed.....	1	3	10
Methodist Episcopal, (South).....	1	—	—
Moravian.....	1	3	17
New Jerusalem.....	1	—	—
Union Evangelical.....	1	5	20
United Brethren.....	1	3	19
Unitarian.....	1	7	12
Unsectarian.....	1	6	19
Total.....	113	579	4,356

For statistics of the several schools reporting see Table XI of the appendix.

TABLE XI.—*Schools of theology.*

States and Territories.	Number in each State.	Corps of instruction.	Endowed professorships.	Number of students.				Library.		Property, income, &c.		
				In regular course.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at commencement of 1871.	Number of volumes.	Increase in the past year.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.
Alabama	1	1	0	8	0	0	0	300	25	.....	\$0	\$0
California	2	11	2	8	1	4	1	6,000	100	\$50,000	.....	.....
Connecticut	3	18	4	154	4	122	27	24,000	.....	.....	252,842	.....
Georgia	1	2	0	60	0	0	0	283	27	8,000	.....	.....
Illinois	10	49	18	284	6	65	47	28,500	2,000	505,000	767,103	73,238
Iowa	3	7	.....	53	.....	.....	.....	700	200	20,000	17,000	1,000
Kentucky	5	14	4	195	.....	10	7	3,500	49	60,000	172,800	12,000
Louisiana	1	.....	.....	24	.....	.....	.....	.....	.....	.....	.....	.....
Maine	2	8	4	69	.....	22	15	19,200	1,000	60,000	170,000	10,000
Maryland	4	35	.....	357	.....	6	20	44,400	650	150,000	.....	.....
Massachusetts	7	46	23	274	9	171	90	64,833	1,223	548,500	1,061,886	91,663
Michigan	2	7	1	47	.....	12	.....	.....	.....	.....	20,000	1,800
Minnesota	3	16	.....	61	11	4	6	6,500	309	111,000	1,200	.....
Mississippi	1	3	.....	9	1	1	1	0	0	5,000	0	0
Missouri	4	26	2	354	1	.....	47	4,550	.....	40,000	40,000	2,500
Nebraska	1	5	0	2	.....	1	0	800	200	.....	.....	.....
New Jersey	4	36	15	203	2	172	55	61,000	1,059	830,000	940,000	59,700
New York	13	75	25	544	6	187	148	88,582	1,209	1,319,500	1,655,373	98,859
North Carolina	2	2	.....	50	.....	.....	.....	.....	.....	.....	.....	.....
Ohio	12	61	9	324	8	92	55	23,709	1,200	410,000	395,070	30,660
Pennsylvania	15	81	18	507	13	206	115	88,526	3,431	616,387	1,024,007	49,310
South Carolina	3	10	.....	126	.....	49	25	23,873	258	30,000	.....	17,000
Tennessee	3	16	1	70	.....	.....	5	1,400	200	55,000	15,000	1,000
Texas	1	2	0	10	0	0	0	.....	.....	.....	.....	.....
Virginia	4	14	2	135	.....	53	26	20,200	670	150,000	245,000	24,000
West Virginia	1	3	.....	43	.....	4	.....	3,000	.....	20,000	.....	.....
Wisconsin	2	19	1	113	.....	7	10	6,000	150	70,000	25,000	2,000
District of Columbia	2	8	.....	60	.....	.....	6	1,200	.....	25,000	.....	.....
Colorado	1	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	113	579	129	4,294	62	1,188	706	526,652	13,951	5,083,387	6,908,281	474,729

LXXVIII REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE XII.—SCHOOLS OF LAW.

The following is a statement of the number of schools of law reporting to this Bureau each year from 1870 to 1874, inclusive, with the number of instructors and number of students:

	1870.	1871.	1872.	1873.	1874.
Number of institutions.....	28	30	37	37	33
Number of instructors.....	99	129	151	158	181
Number of students.....	1,653	1,732	1,976	2,174	2,585

One more law-school is reported in 1874 than in 1873, 23 more instructors, and 411 more students.

The following is a summary by States of Table XII of the appendix:

TABLE XII.—*Schools of law.*

States.	Number in each State.	Corps of instruction.	Number of students.			Library.		Property, income, &c.			
			In regular course.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1874.	Number of volumes.	Increase in the past year.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
Connecticut.....	1	11	57	.....	20	7,500	1,800	.....	\$10,000	\$700	.....
Georgia.....	1	3	15	.....	8	600	0	.....	.....	.....	\$700
Illinois.....	3	11	116	.....	14	.....	.....	.....	.....	.....	4,000
Indiana.....	2	19	58	13	16	2,000	.....	.....	.....	.....	.....
Iowa.....	2	7	109	19	71	2,600	100	.....	.....	.....	3,950
Kentucky.....	1	5	16	.....	9	2,000	.....	.....	.....	.....	.....
Louisiana.....	1	4	28	.....	14	.....	.....	.....	.....	.....	3,225
Maryland.....	1	3	40	.....	18	.....	.....	.....	.....	.....	4,500
Massachusetts.....	2	15	260	146	58	16,600	400	.....	42,486	11,872	16,975
Michigan.....	1	4	316	.....	126	3,000	.....	.....	.....	.....	.....
Missouri.....	2	15	61	29	22	3,656	248	.....	.....	.....	2,500
New York.....	4	17	682	305	306	15,300	155	.....	.....	.....	44,926
North Carolina.....	2	2	25	3	.....	.....	.....	.....	.....	.....	.....
Ohio.....	3	14	67	.....	35	4,500	1,500	.....	.....	.....	2,500
Pennsylvania.....	2	11	56	22	19	440	.....	.....	.....	.....	.....
South Carolina.....	1	4	16	.....	.....	.....	.....	.....	.....	.....	.....
Tennessee.....	1	2	87	.....	62	.....	.....	.....	.....	.....	7,000
Virginia.....	3	6	151	.....	37	3,000	.....	.....	.....	.....	5,000
Wisconsin.....	1	8	37	.....	21	.....	.....	.....	.....	.....	.....
District of Columbia...	4	16	388	17	61	300	.....	.....	.....	.....	2,270
Total.....	33	181	2,585	548	917	61,496	4,203	.....	52,486	12,572	97,546

TABLE XIII.—SCHOOLS OF MEDICINE.

The following is a comparative statement of the number of schools of medicine, dentistry, and pharmacy reported to the Office each year, from 1870 to 1874, inclusive, with the number of instructors and students:

	1870.	1871.	1872.	1873.	1874.
Number of institutions	63	82	87	94	99
Number of instructors	588	750	726	1,148	1,121
Number of students	6,943	7,045	5,995	8,681	9,095

The year shows an increase of 5 schools, a decrease of 27 instructors, and an increase of 414 students.

The following table will show the distribution of schools of medicine by States. Considering how closely these schools affect the life of every individual in the country, many of the details reported will excite surprise. Of the 9,095 students reported, only 733 are shown to have received a degree in letters or science, though it is only fair to state that out of 99 medical schools, 59 make no report on this point, while 5 of the remaining 40 expressly state that in their classes there are no college graduates. It will be observed that the total number of volumes for consultation in all these schools, as far as appears from their reports, is only 66,611. Forty-four make no response to the questions respecting libraries, and one distinctly reports that it has none. In contrast with these, the library of the Surgeon-General's Office at Washington has 37,000 volumes and 30,000 pamphlets.

While the total benefactions to education in the country for the past year were, so far as ascertained, \$6,053,304, these several schools, which so directly affect human life, have received for the year only \$308,466, and a total income of \$24,219 from permanent funds, being almost entirely dependent upon their tuition fees, which amount to \$520,593.

TABLE XIII.—Schools of medicine.

States.	Number in each State.	Corps of instruction.	Number of students.			Library.		Property, income, &c.			
			In regular course.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1874.	Number of volumes.	Increase in the past year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
I.—MEDICAL AND SURGICAL.											
1. Regular.											
Alabama	1	9	95	.....	30	500	0	\$150,000	89	80	.....
California	2	33	82	8	17	1,000	200	100,000	.....	.....	\$13,000
Connecticut	1	9	50	13	9	2,500	.....	.....	21,332	.....	.....
Georgia	3	35	153	.....	55	9,300	.....	125,000	.....	.....	7,531
Illinois	3	58	346	3	130	56	56	53,000	.....	.....	6,800
Indiana	3	39	133	50	59	.....	.....	15,000	15,000	1,500	4,800
Iowa	2	22	249	.....	98	200	.....	75,000	.....	.....	7,000
Kentucky	5	46	577	57	191	4,000	.....	17,500	.....	.....	17,000
Louisiana	1	8	101	.....	50	2,000	0	75,000	0	0	15,875
Maine	1	9	76	8	20	4,000	0	25,000	2,500	150	6,045
Maryland	3	33	283	.....	104	.....	.....	140,000	.....	.....	16,000
Massachusetts	1	30	186	80	27	2,000	.....	.....	48,184	4,309	31,115
Michigan	2	25	395	41	91	1,500	100	70,000	.....	.....	15,318
Missouri	4	45	420	12	98	3,575	300	135,000	1,000	100	25,182
New Hampshire	1	8	78	8	17	1,400	100	30,000	0	0	4,000
New York	9	157	1,737	195	428	7,615	137	290,000	.....	2,500	166,271
Ohio	6	70	770	27	176	7,800	25	405,000	.....	.....	3,500
Oregon	1	7	14	.....	3	.....	.....	.....	.....	.....	1,080
Pennsylvania	4	51	554	105	294	3,000	.....	150,000	69,250	4,750	48,150
South Carolina	2	11	61	1	29	.....	.....	20,000	.....	.....	2,500
Tennessee	1	8	210	.....	69	.....	.....	250,000	.....	.....	15,000
Texas	1	7	15	0	18	40	0	.....	5,000	.....	3,600
Vermont	1	10	51	6	19	.....	.....	12,000	0	0	3,500
Virginia	2	19	112	2	28	1,000	.....	60,000	.....	.....	5,000
District of Columbia	3	31	140	5	6	.....	.....	95,000	2,000	.....	.....
Total	63	220	6,888	621	2,066	52,086	918	2,292,500	164,266	13,309	417,667
2. Eclectic.											
Illinois	1	13	105	.....	32	500	.....	60,000	60,000	5,500	5,350
New York	1	7	55	5	22	400	0	5,000	.....	.....	2,500
Ohio	1	7	143	.....	.....	.....	.....	80,000	.....	.....	.....
Pennsylvania	1	9	.....	0	113	1,500	200	25,000	0	0	10,000
Total	4	36	303	5	167	2,400	200	170,000	60,000	5,500	17,850
3. Homeopathic.											
Illinois	1	14	92	.....	22	0	0	60,000	.....	.....	6,500
Massachusetts	1	30	130	8	5	1,000	200	125,000	45,000	2,450	10,000
Missouri	1	12	.....	35	17	.....	.....	.....	0	0	2,000
New York	2	35	152	.....	39	200	0	160,000	0	0	.....
Ohio	1	17	65	.....	.....	1,000	.....	50,000	.....	.....	.....
Pennsylvania	1	14	126	15	27	2,000	75	60,000	0	0	10,123
Total	7	122	565	58	110	4,200	275	485,000	45,000	2,450	28,623

TABLE XIII.—*Schools of medicine*—Concluded.

States.	Number in each State.	Corps of instruction.	Number of students.			Library.		Property, income, &c.			
			In regular course.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1874.	Number of volumes.	Increase in the past year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
II.—DENTAL.											
Louisiana	1	11	43	4	.....	0	0	\$1,000	\$0	\$0	.....
Maryland	2	19	52	3	23	1,000	60	11,500	.....	.....	\$9,300
Massachusetts	2	22	66	3	20	200	10	21,500	.....	.....	6,895
Missouri	1	10	18	.....	7	100	0	.....	.....	.....	.....
New York	1	18	68	3	12	0	0	.....	0	0	5,222
Ohio	1	7	24	.....	11	75	12	15,000	.....	.....	3,000
Pennsylvania	2	40	160	6	64	.....	.....	.....	.....	.....	6,755
Texas	1	6	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	11	133	431	19	142	1,375	82	49,000	.....	.....	31,172
III.—PHARMA- CEUTICAL.											
California	1	4	23	0	.....	.....	.....	15,000	0	0	1,500
Illinois	1	5	36	15	8	1,800	260	.....	.....	.....	.....
Iowa	1	.....	3	.....	.....	.....	.....	.....	.....	.....	.....
Kentucky	1	3	39	.....	6	.....	.....	.....	1,200	70	1,025
Maryland	1	3	.....	.....	15	300	50	.....	.....	.....	.....
Massachusetts	1	3	95	.....	44	500	5	2,000	2,000	140	2,556
Michigan	1	8	68	7	.....	.....	.....	.....	.....	.....	.....
Missouri	1	3	.....	.....	15	100	.....	500	.....	.....	1,500
New York	1	4	137	.....	34	1,000	110	.....	20,000	1,200	7,000
Ohio	2	6	157	.....	3	100	.....	2,000	.....	.....	200
Pennsylvania	1	3	269	.....	81	2,350	50	76,000	16,000	1,550	10,300
Tennessee	1	5	31	2	2	200	.....	.....	.....	.....	1,200
District of Columbia	1	3	50	6	3	200	50	.....	.....	.....	.....
Total	14	50	908	30	211	6,550	525	95,500	39,200	2,960	25,281
TOTALS:											
Regular	63	780	6,888	621	2,066	52,086	918	2,292,500	164,266	13,309	417,667
Eclectic	4	36	303	5	167	2,400	200	170,000	60,000	5,500	17,850
Homeopathic	7	192	565	58	110	4,200	275	455,000	45,000	2,459	28,623
Dental	11	133	431	19	142	1,375	82	49,000	.....	.....	31,172
Pharmaceutical	14	50	908	30	211	6,550	525	95,500	39,200	2,960	25,281
Grand total	99	1,121	9,095	733	2,696	66,611	2,000	3,062,000	308,466	24,219	520,593

TABLE XIV.—UNITED STATES MILITARY AND NAVAL ACADEMIES.

In this table of the appendix will be found the statistics of examinations of candidates for admission to the United States Military and Naval Academies for the year 1874.

TABLE XV.—DEGREES.

The table of the appendix shows the number and kind of degrees conferred in course and *honoris causâ* by the universities, colleges, and professional schools in 1874. The following summary exhibits the number of degrees of each kind conferred by institutions in the several States, and the total of the same for all the States and the District of Columbia:

Classification of degrees.—The number of degrees of all classes conferred in course was 8,859; honorary, 441. These were distributed as follows: In letters, 3,476 in course, 149 honorary; in science, 812 in course, 9 honorary; in philosophy, 85 in course, 15 honorary; in art, 4 in course, none honorary; in theology, degrees and diplomas, in course 630, honorary, 193; in medicine, 2,845 in course, 2 honorary; in law, 939 in course, 73 honorary.

TABLE XV.—Statistical summary of all degrees conferred.

	ALL CLASSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.		THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
GRAND TOTAL.....	*8,859	441	3,476	149	812	9	85	15	4	..	630	193	2,845	2	939	73
Total in classical and scientific colleges.....	*5,630	441	2,957	149	772	9	85	15	..	..	74	193	825	2	849	73
Total in colleges for women.....	563	..	519	..	40	..	..	..	4	..	..	..	..	..	..	..
Total in professional schools.....	2,666	..	..	..	..	..	..	..	..	..	556	..	2,020	..	90	..
ALABAMA.....	95	4	52	2	4	..	1	..	..	..	1	30	..	8	1	..
Classical and scientific colleges.....	19	4	6	2	4	..	1	..	..	..	1	..	..	8	1	..
Colleges for women.....	46	..	46	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools.....	30	..	..	..	..	..	..	..	..	..	..	30	..	..	..	..
ARKANSAS.....	8	..	2	..	1	..	5	..	..	..	..	..	..	..	..	..
Classical and scientific colleges.....	8	..	2	..	1	..	5	..	..	..	..	..	..	..	..	..
Colleges for women.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
CALIFORNIA.....	67	..	20	..	13	..	16	..	..	..	1	..	17	..	..	..
Classical and scientific colleges.....	66	..	20	..	13	..	16	..	..	..	..	..	17	..	..	..
Colleges for women.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools.....	1	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..
CONNECTICUT.....	292	23	253	10	1	..	4	..	..	..	5	8	9	..	20	5
Classical and scientific colleges.....	287	23	253	10	1	..	4	..	..	..	..	8	9	..	20	5
Colleges for women.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools.....	5	..	..	..	..	..	..	..	..	..	5	..	..	..	..	..
DELAWARE.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Classical and scientific colleges.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Colleges for women.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
FLORIDA.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Classical and scientific colleges.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Colleges for women.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

* Includes 68 degrees not specified.

TABLE XV.—Statistical summary of all degrees conferred—Continued.

	ALL CLASSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.		THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
GEORGIA.....	194	7	123	2	6	..	..	..	..	..	3	55	..	..	8	2
Classical and scientific colleges.	87	7	55	2	6	..	..	..	..	..	3	16	..	..	8	2
Colleges for women	68	..	68	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools.....	39	..	..	..	..	..	..	..	..	..	..	39	..	..	..	..
ILLINOIS.....	*504	24	125	15	68	..	6	..	..	..	43	6	191	1	14	2
Classical and scientific colleges.	*234	24	87	15	68	..	6	..	..	..	7	6	45	1	14	2
Colleges for women	38	..	38	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools.....	182	..	..	..	..	..	..	..	..	..	36	..	146	..	..	..
INDIANA	294	23	107	8	58	2	..	1	..	..	9	108	..	..	21	3
Classical and scientific colleges.	223	23	95	8	58	2	..	1	..	..	9	49	..	..	21	3
Colleges for women	12	..	12	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools.....	59	..	..	..	..	..	..	..	..	..	..	59	..	..	..	..
IOWA	314	16	81	3	59	2	5	1	..	..	7	98	..	..	71	3
Classical and scientific colleges.	241	16	81	3	59	2	5	1	..	..	7	25	..	..	71	3
Colleges for women .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools.....	73	..	..	..	..	..	..	..	..	..	..	73	..	..	..	..
KANSAS	6	2	4	..	4	..	..	..	..	..	2	..	..	..	..	..
Classical and scientific colleges.	6	2	4	..	4	..	..	..	..	..	2	..	..	..	..	..
Colleges for women .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
KENTUCKY	367	7	83	5	22	..	..	..	..	..	1	2	253	..	8	..
Classical and scientific colleges.	122	7	47	5	10	..	..	..	..	..	2	57	..	..	8	..
Colleges for women	48	..	36	..	12	..	..	..	..	..	..	..	..	..	..	..
Professional schools.....	197	..	..	..	..	..	..	..	..	..	1	196	..	..	..	..
LOUISIANA	82	2	16	..	1	..	1	..	..	..	2	50	..	..	14	..
Classical and scientific colleges.	79	2	13	..	1	..	1	..	..	..	2	50	..	..	14	..
Colleges for women	3	..	3	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
MAINE	114	13	72	3	7	..	..	..	..	..	15	5	20	..	..	5
Classical and scientific colleges.	97	13	69	3	7	..	..	..	..	..	1	5	20	..	..	5
Colleges for women	3	..	3	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools.....	14	..	..	..	..	..	..	..	..	..	14	..	..	..	..	..
MARYLAND.....	241	10	54	3	2	..	..	..	..	..	20	4	147	..	18	3
Classical and scientific colleges.	47	10	45	3	2	..	..	..	..	..	4	..	..	..	..	3
Colleges for women	9	..	9	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools.....	185	..	..	..	..	..	..	..	..	..	20	..	147	..	18	..
MASSACHUSETTS.....	558	17	315	8	21	..	..	..	..	..	68	6	96	..	58	3
Classical and scientific colleges.	454	17	315	8	21	..	..	..	..	..	20	6	40	..	58	3
Colleges for women
Professional schools.....	104	48	..	56

* Includes 57 degrees not specified.

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TABLE XV.—*Statistical summary of all degrees conferred—Continued.*

[illegible]

TABLE XV.—Statistical summary of all degrees conferred—Continued.

	ALL CLASSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.		THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
OHIO.....	670	42	310	12	60	1	...	3	3	...	53	20	209	...	35	6
Classical and scientific colleges.....	345	42	275	12	36	1	...	3	...	...	12	20	22	...	...	6
Colleges for women.....	62	...	35	...	24	...	...	3	...	...	...	...	...	...	...	...
Professional schools.....	263	...	...	...	...	...	...	...	...	41	...	187	...	35	...	...
OREGON.....	28	1	8	...	17	...	...	...	...	...	...	...	3	1	...	...
Classical and scientific colleges.....	28	1	8	...	17	...	...	...	...	...	...	...	3	1	...	...
Colleges for women.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
PENNSYLVANIA.....	*1,186	48	392	14	64	1	9	2	...	...	116	27	575	...	19	4
Classical and scientific colleges.....	*592	48	369	14	60	1	9	2	...	...	3	27	121	...	19	4
Colleges for women.....	27	...	23	...	4	...	...	...	...	...	...	...	...	...	...	...
Professional schools.....	567	...	...	...	...	...	...	...	...	113	...	454	...	...	...	...
RHODE ISLAND.....	59	6	55	4	...	...	4	...	...	...	2	...	...	...	...	...
Classical and scientific colleges.....	59	6	55	4	...	...	4	...	...	...	2	...	...	...	...	...
Colleges for women.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SOUTH CAROLINA.....	124	13	63	5	...	...	2	...	...	25	8	29	...	5	...	...
Classical and scientific colleges.....	36	13	29	5	...	...	2	...	...	...	8	...	...	5	...	...
Colleges for women.....	34	...	34	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools.....	54	...	...	...	...	...	...	...	...	25	...	29	...	...	...	...
TENNESSEE.....	295	21	144	9	13	...	...	...	...	5	9	71	...	62	3	...
Classical and scientific colleges.....	196	21	47	9	13	...	...	...	...	5	9	69	...	62	3	...
Colleges for women.....	97	...	97	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools.....	2	...	...	...	...	...	...	...	...	...	...	2	...	...	...	...
TEXAS.....	40	2	22	...	...	...	...	...	...	...	1	18	...	...	1	...
Classical and scientific colleges.....	18	2	18	...	...	...	...	...	...	...	1	...	...	...	1	...
Colleges for women.....	4	...	4	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools.....	18	...	...	...	...	...	...	...	...	...	...	18	...	...	...	...
VERMONT.....	58	12	26	4	11	3	2	...	...	...	2	19	...	...	3	...
Classical and scientific colleges.....	58	12	26	4	11	3	2	...	...	...	2	19	...	...	3	...
Colleges for women.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
VIRGINIA.....	257	26	106	6	53	...	6	...	...	26	17	29	...	37	3	...
Classical and scientific colleges.....	202	26	90	6	53	...	6	...	...	...	17	16	...	37	3	...
Colleges for women.....	16	...	16	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools.....	39	...	...	...	...	...	...	...	...	26	...	13	...	...	...	...
WEST VIRGINIA.....	23	5	21	4	7	...	1	...	...	...	...	...	...	...	...	...
Classical and scientific colleges.....	23	5	21	4	7	...	1	...	...	...	...	...	...	...	...	...
Colleges for women.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

* Includes 11 degrees not specified.

TABLE XV.—*Statistical summary of all degrees conferred—Concluded.*

	ALL CLASSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.		THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
WISCONSIN.....	151	11	72	3	53	...	1	...	5	6	...	...	21	1		
Classical and scientific colleges.	146	11	72	3	53	...	1	...	6	...	...	...	21	1		
Colleges for women .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools.....	5	...	...	...	...	...	...	...	5	...	...	...	...	...	...	...
DISTRICT OF COLUMBIA.....	109	...	23	...	1	...	...	...	6	...	9	...	61	...		
Classical and scientific colleges.	54	...	23	...	1	...	...	...	...	...	6	...	24	...		
Colleges for women .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools.....	46	...	...	...	...	...	...	...	6	...	3	...	37	...		

Institutions and degrees.—The number of institutions of the several classes embraced in the summary, with the number of degrees conferred by each class, is as follows: Universities and colleges of the liberal arts, 228; degrees conferred in course, 3,520; *honoris causâ*, 441. Colleges of agriculture and the mechanic arts and schools of science, 35; degrees conferred in course, 362. Colleges, &c., for the superior instruction of women, 65; degrees conferred in course, 563; *honoris causâ*, none. Total number of degrees conferred on women in institutions embraced in Tables VIII and IX of the appendix, 860; *honoris causâ*, none. Schools and departments of theology, 59; degrees and diplomas conferred in course, 630. Schools and departments of law, 32; degrees conferred in course, 939. Schools and departments of medicine and pharmacy, 81; degrees conferred in course, 2,845.

TABLE XVI.—LIBRARIES.

This table of the appendix presents information in regard to libraries concerning which no detailed statistics have been previously given in the reports of this Bureau. The following is a summary of the table :

Statistical summary of number of additional libraries, &c.

States.	Number of libraries.				Number of volumes in libraries.	Number of pamphlets in libraries.	Number of manuscripts in libraries.	Annual increase—	
	Total.	Circulating and reference.	Reference.	Circulating.				In books.	In pamphlets.
Alabama	1		1		3,670		12	250	50
California	6	5		1	24,255	2,336	1,000	1,470	36
Connecticut	13	3	1	9	30,160	500		875	12
Delaware	1		1		400			50	
Florida	1			1	1,500			250	
Georgia	2	2			5,710	400		300	100
Illinois	18	10	3	5	49,519	875		6,321	40
Indiana	10	3		7	23,764	173		1,467	50
Iowa	5	2		3	9,725	250	5	497	35
Kansas	1		1		2,112			125	
Kentucky	1	1			1,314	50			
Louisiana	3		1	2	55,832	3,628	107	1,450	
Maine	5	3	1	1	14,207	3,500		830	
Maryland	4	2	1	1	16,570			10	200
Massachusetts	102	48	6	48	332,991	22,052	1,253	18,671	3,062
Michigan	9	3	1	5	16,954	300	35	2,095	
Minnesota	7	4	1	2	22,457	650		654	50
Mississippi	1	1			1,200				
Missouri	6	1		5	13,819	500		500	
Nebraska	2	2			5,500			650	
Nevada	2	2			5,400	700		100	50
New Hampshire	13	8		5	29,077	100		983	52
New Jersey	11	6	1	4	53,829	5,000	7	1,755	250
New York	45	22	10	13	149,627	10,690	2,110	7,544	505
North Carolina	2			2	3,700	1,200		157	
Ohio	17	8	1	8	51,622	2,425	15	5,472	318
Pennsylvania	24	13	4	7	76,696	936	1	2,488	50
Rhode Island	1		1		6,000	30,000	7,000		
Tennessee	2	1		1	7,155	200			
Texas	1	1			1,500	500			
Vermont	8	4	1	3	26,868	225		200	
Virginia	7	3		4	23,519	1,200		815	50
West Virginia	1			1	5,000				
Wisconsin	5	1		4	8,838	100		712	
District of Columbia	2	2			5,200	250		100	
Utah	1			1	900			100	
Total	340	161	36	143	1,091,590	88,740	11,545	56,891	4,910

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TABLE XVII.—INCREASE OF LIBRARIES.

This table of the appendix presents statistics of increase in books, pamphlets, &c., of 336 libraries which furnished detailed statistics in 1872 or 1873. The following is a summary of the table:

*Statistical summary showing increase of libraries during 1874.**

States and Territories.	Number in each State.	Number of volumes in libraries.	Number of pamphlets in libraries.	Increase during the last fiscal year in—	
				Books.	Pamphlets.
Arkansas	1	3,024	.....	250	.....
California	9	140,010	678	8,605	468
Connecticut	12	86,837	1,750	5,007	196
Delaware	2	8,700	150	175	.....
Georgia	2	29,000	7,000	2,491	587
Illinois	10	114,898	15,791	14,595	2,736
Indiana	6	54,141	5,300	5,586	514
Iowa	9	47,639	6,196	4,944	419
Kansas	1	10,317	.....	1,076	.....
Kentucky	5	91,713	982	3,199	50
Louisiana	1	3,000	.....	.....	.....
Maine	10	72,856	430	13,356	408
Maryland	6	165,294	13,233	7,660	411
Massachusetts	81	1,112,718	356,216	95,873	52,566
Michigan	9	72,409	2,961	1,727	404
Minnesota	2	13,806	9,268	2,123	638
Mississippi	1	16,000	1,500	1,710	150
Missouri	5	84,575	15,015	4,877	2,280
Nebraska	1	10,000	5,000	250	55
New Hampshire	13	62,061	2,391	3,354	1,000
New Jersey	8	57,699	281	2,477	356
New York	34	797,048	68,916	30,994	4,415
North Carolina	1	25,000	5,000	1,150	53
Ohio	15	201,073	25,949	17,577	4,338
Oregon	1	7,311	100	484	30
Pennsylvania	38	493,592	90,450	28,576	3,898
Rhode Island	17	121,883	4,920	5,395	999
South Carolina	3	20,805	983	417	63
Tennessee	2	32,000	500	1,000	500
Texas	3	28,007	2,583	1,687	123
Vermont	3	25,990	2,460	1,200	195
Virginia	3	36,871	1,000	1,503	95
Wisconsin	5	71,958	31,417	6,955	1,556
District of Columbia	14	523,431	84,769	23,384	8,910
Colorado	2	4,450	1,200	.....	.....
Washington	1	5,060	500	110	20
Total	336	4,663,166	764,944	299,767	83,423

* A. R. Spofford, esq., Librarian of Congress, in his report for 1874, states that the increase of the Library of Congress during the past year has been highly gratifying. By the regular annual enumeration of books in the library on the 1st of December, 1874, it is found that the aggregate number of volumes now amounts to 274,157, to which must be added about 53,000 pamphlets. Out of this aggregate.

LIBRARIES AND EDUCATION.

All interested in public education were long ago convinced that the work so well begun in the common school ought not to be abandoned when the pupils left, but should be carried forward by methods adapted to their new responsibilities as men and women. Public libraries have rightly been regarded as a great means of stimulating intellectual growth and activity, and as affording the opportunity of prosecuting the studies and continuing the culture begun in the schools. This belief was justified by the voluntary establishment in many places of subscription or social libraries by those whose desire for knowledge had been awakened in the school-room. Such libraries, however, did not reach the people generally, and in some of the States it was decided to establish libraries in each school-district as a factor of the school system. In 1827, Governor Clinton, of New York, recommended the establishment of school-district libraries. From that time to 1835 the subject was zealously advocated by educators; and in that year, under the lead of General John A. Dix, then secretary of state and *ex officio* superintendent of public instruction, their persistent efforts were rewarded by the passage of a law (April 13) permitting school-districts to tax themselves for library purposes. This law proving inadequate, an act was passed in 1838, on the recommendation of Governor Marcy, appropriating \$55,000 per annum from the general fund, and requiring the districts to raise an equal sum, the whole amount to be expended for library-books.

In 1837, Hon. Horace Mann, secretary of the State board of education of Massachusetts, and a strong friend and advocate of the measure, secured the passage of a permissive act. This law, like similar legislation in New York, failed to meet the reasonable expectations of its promoters, and in 1842 it was amended, the State granting a premium of \$15 to each district raising an equal sum by taxation.

Maine, Michigan, Ohio, Connecticut, Illinois, New Jersey, California, and Wisconsin have passed laws generally similar to the permissive act of New York.

The inadequacy of this plan for school-district libraries to meet the wants of the people, and the remedy therefor in the view of educators, are shown by the following extracts from official sources.

Hon. S. S. Randall, city superintendent of schools for New York in 1853, observed :

I cordially approve the substitution of the town-school-library system for that of district-libraries. In our own State the latter plan has been in existence for some twenty years, and, although great good has undoubtedly been accomplished by the diffusion of comparatively a few volumes in every district, yet it is manifest that an infinitely greater amount of benefit would have been accomplished by the consolidation of the funds apportioned to the several districts of each town and the purchase and gradual expansion of a town library, centrally located and easily accessible to all.

Hon. Victor M. Rice, State superintendent of public instruction of New York, observed :

The amount now apportioned to the rural districts, where libraries are most needed, is frittered into sums of one, two, or three dollars—sums too insignificant to produce any appreciable effect or even to repair losses. It is believed that the appropriation should be increased, and that it should be accompanied with such legislative provisions as will secure the greatest economy in its expenditure and the most judicious selection of books. The trustees, having but one, two, three, or four dollars to invest, purchase a very few volumes, at a very high price, compared with the prices at which they could be obtained in larger quantities.

the law department of the library embraces 33,712 volumes. At the corresponding date one year since the library contained 253,752 volumes, thus exhibiting an increase during the year of 15,405 volumes.

The additions to the library during the year were derived from the following-named sources :

	Books.	Pamphlets.
By purchase	6,528	565
By copyright	6,840	3,213
By deposit of the Smithsonian Institution.....	1,264	1,756
By donation, (including State documents).....	663	75
By exchange	105	658
Total.....	15,405	6,272

Hon. H. H. Van Dyck, of New York, stated :

Works of an ephemeral character, embodying little amusement and less instruction, have too often been urged upon trustees and found their way into the library, more to the gratification of the publishing agent than the benefit of the district. It is true also in many cases that when a library has attained to a respectable number of volumes, as measured in the estimation of those having it in charge, they look upon its enlargement as unnecessary, and seek to turn the appropriation from its legitimate purposes. Hence arise frequent applications to the department for leave to appropriate the library-money to the payment of teachers' wages, while others, it is apprehended, divert it to this and other purposes without the formalities required by law.

"These facts," says Hon. L. C. Draper, in his annual report as State superintendent of public instruction of Wisconsin for the year 1858, referring to the want of encouragement to maintain school-district libraries in New York, "point unmistakably to two grand defects in the system of that State: first, the district-libraries being so small as to render them almost useless; and, secondly, the sad waste of a noble fund by its unwise expenditure by local trustees, who necessarily know but little of the most suitable books; and if they do, have no proper opportunities to select them."

Mr. Draper further observed, in reference to the libraries of Massachusetts :

There were three principal causes of failure: 1. The adoption of the district instead of the township system. 2. The law provided for only a single appropriation, with no provisions for replenishing the libraries; so when the books were once read, they were laid aside and the interest in the libraries ceased. 3. No proper provisions were made for the management of the libraries, and hence they were often thrust to one side by some blockhead of a librarian and left to neglect. These libraries have gradually disappeared.

Hon. E. M. Thurston, secretary of the Maine State board of education, in his annual report for 1851, said :

It seems to me that the only feasible way of establishing a general system of public libraries in the State is to apply the system of towns instead of school districts.

Hon. Anson Smyth, State commissioner of common schools in Ohio in 1858, speaks of opposition to the library-law, and thinks it—

Has arisen from the fact that *subdistrict*, rather than *township*, libraries have been attempted. This plan has given to many of the districts so small a number of books as to render these libraries little else than objects of contempt; whereas, if all the books apportioned to the township had formed a single library, it would have been an object of esteem and proper management. For example, here is a township which receives an apportionment of books to the value of \$100—sufficient for the beginning of an extensive and useful library; but the township is divided into twelve subdistricts, and when the books are distributed each receives a library of the average value of about \$8.

Township libraries administered as a part of the common-school system have been established in Michigan, Indiana, and Wisconsin, but, in the judgment of their early friends, have not been satisfactory. In Massachusetts, home experience and observation of failures in other States led to the adoption of an entirely original plan. The library was separated wholly from the school system, provisions made for the intellectual needs of all, and the library freely opened for their use.

In 1851, an act was passed authorizing "cities and towns to establish and maintain public libraries." This law has been twice amended to secure greater efficiency. The success of this plan is established. In 1869 there were 58 public libraries in Massachusetts wholly or partly maintained by taxation. This number has now grown upward of 160.

The success of free public libraries, supported by taxation, in Massachusetts has led to their establishment in Connecticut, Illinois, and other States, on a similar basis. Though organized under recent legislation, the reports show that they are rapidly multiplying, and that their benefits are equally appreciated in all intelligent communities.

Public libraries are now universally regarded by school officers and friends of education as an indispensable complement to our system of free schools, and no educational report can now be considered complete which does not recognize their importance.

LIBRARY REPORTS.

Hence, in my report for 1870, such facts as could be obtained respecting public libraries were published. The number of libraries reported, including State, proprietary, mercantile, and other subscription libraries, and excluding those of schools and colleges, Young Men's Christian Associations, &c., was 152; in 1871, the number was 180; in 1872, the number was 251; in 1873, the number was 351.

SPECIAL REPORT ON LIBRARIES IN THE UNITED STATES.

The publication of the facts gathered from year to year respecting libraries, has resulted in calls for further information on the subject from school officers, librarians, and committees charged with the founding of new libraries. These inquiries have related to almost every detail of library organization, economy, and management; and, in the absence of any recent reliable information respecting the number and increase of libraries, and of any guide to those engaged in founding new ones, have been of such a pressing nature as to seem to justify the preparation by this Bureau of a circular to embrace, besides statistical accounts of American libraries, such facts in relation to the collection, care, and circulation of books by means of public libraries as experience has to give. This view has been strengthened by correspondence with the most eminent librarians and friends of education throughout the country, all of whom have made hearty offers of aid and co-operation.

It is therefore proposed to prepare such a circular,* showing the historical development of libraries in the United States; their classification, management, growth, and circulation; the results arrived at by the experience of those best qualified to judge respecting all the details of a public library; and presenting as full and accurate statistics of all public libraries as can be gathered. The Centennial Commission, recognizing the importance of this work as a part of the educational representation at the Centennial Exhibition at Philadelphia, has designated it as a separate class. This will enlarge the scope of the work as originally planned, and doubtless add also to its usefulness.

THE BOSTON PUBLIC LIBRARY.

As illustrating one phase of the interest taken in library administration, and showing how the taste of readers in a public library may be guided and elevated by a wise and competent supervision, I quote the following from the last annual report of Justin Winsor, esq., superintendent of the Boston Public Library:

In August last the long-delayed and consolidated class-list of books in history, biography, and travel, in the Lower Hall, was ready for the public. The new features in popular cataloguing which it presented soon produced the results which were hoped for. The notes appended to the principal cross-references, and intended to assist readers in the choice of books, had a very marked effect upon the character of the

*As this report passes through the press, work on the library-circular is approaching completion. The belief in its necessity and importance has been justified and strengthened as inquiries have multiplied and material has been accumulated. The work of preparation, beset with many difficulties, can be appreciated by those only who have undertaken like tasks. At the outset it was found necessary, in order to ascertain with a reasonable degree of thoroughness the names and locations of public libraries, to address inquiries not only to librarians generally and to school-officers, but to postmasters, officers of States and counties, of courts, prisons, reformatories, &c. The information so gained has been supplemented by direct correspondence with the officers of libraries whose existence was thus ascertained. This indispensable preliminary work has involved the writing of about 7,000 letters. The prompt voluntary response to inquiries by nearly all to whom application has been made is most gratifying, and evinces the strong general interest felt in the subject. Original papers discussing the most important topics relating to libraries, beginning with a historical article tracing the growth of American libraries from their earliest foundation down to the Revolution, and followed by others on libraries of colleges and professional schools; the relation of free public libraries to public schools; professorships of books and reading; the libraries of historical and kindred societies; the selection, classification, and arrangement of books in libraries; the duties and necessary qualifications of librarians; catalogues and rules for cataloguing; buildings, with plans for interior arrangement, &c., have been contributed by librarians of rare and wide experience.

circulation in the Lower Hall. As these notes were also intended to bring more prominently before the class of readers which frequents that department the resources of the higher classification of the Bates Hall, a considerable share of the increase of use of that hall must be ascribed to the influence of these notes, though from statistics it is not easy to indicate the proportions. In the Lower Hall, however, the figures of the circulation can be brought to a demonstration. Although but eight months of the year are covered by its effects, the returns of the entire year show an increase over last year of books used in those departments of 75 per cent., while the additional use of fiction is less than 3 per cent.

It has also resulted in reducing the percentage of fiction issued in the popular department (Lower Hall) of the Central Library to less than 72 per cent. of the entire issues of that collection, which is several hundredths below the average maintained in the past or ordinarily found in free public libraries. Taking the entire reading of the Central Library, the use of fiction is probably not far from 55 per cent. of the whole issues.

I do not share the opinions held by many who indulge in a wholesale denunciation of the reading of novels. After several years' observation, I am fully cognizant of the fact that the censure of fiction is a good deal a matter of class-feeling—educationally speaking. Books of one literary grade are held to be valueless by critics on a higher one, who do not appreciate the fact that lower grades of readers should be supplied with mental pabulum suited to their powers of assimilation. The failure to allow for this difference in readers is, I think, at the bottom of many unconsidered assertions regarding the character of certain writers and the literary necessities of corresponding classes of readers. Nevertheless, there can be nothing more deserving of official recognition, or of the encouragement of those who are fortunate in literary culture, than endeavors to improve the standard of that reading which free libraries supply. The question is only one of method; and it seems to me that persuasion and kindly assistance to the unskilled in books is a more gracious procedure than to deprive them of the only books that allure them to partake of the library stores.

First of all, the mass of ordinary readers must be made to frequent the library. They are then within its influence, and endeavors to benefit their tastes will, as I think our experiment has shown, accomplish a good result, if the efforts are unremitting. I trust another year will show that the work thus inaugurated will gather strength as it goes on. It is not just to judge of the literary taste of a community by the reading of its free popular libraries. A large class buy their better reading, and depend upon libraries for the ephemeral novels which are the talk of the hour. The laborer or the weary tradesman, notwithstanding his book-case of the classics of his tongue at home, calls at the library after his day's work to get a book to supply a pastime, not to advance a study, for which his exhausted energies leave no chance. Public libraries may not fulfill their highest mission in providing mere recreation, but it is for this only, by the nature of the case, that a considerable proportion of the population can find them of benefit.

I have during the year made the matter of the public reading in its hygienic relations the subject of conference with the late Dr. Derby, the very capable secretary of the State board of health, and have had his assurance of the value of the investigations, which I am in hopes of reducing in the future into an order that may yield some profitable conclusions. That the seasons, and even "spells of weather," and events which touch large masses of the population, affect the *extent* of the library circulation, is patent; but that such causes, including epidemics, whether of a bodily or mental nature, such as result from disease, financial panics, or engrossing topics of thought, produce results in the *character* of the reading, I am equally convinced, though it will need large observation to array the proofs, and careful scrutiny to allow for other disturbing influences. I am in hopes to be able to present this aspect of our experience, in something like a satisfactory fashion, at some future time.

Experience in collecting information in reference to public libraries has emphasized the necessity of some change in the method of supplying them with the public documents of the United States. Although these documents offer the only opportunity for reading or research in several special directions, to even large communities, many libraries are wholly without them, and few, if any, possess complete sets. In such cases it is manifestly impossible for citizens generally to inform themselves from the official records of what the General Government is doing. A careful consideration by Congress of these and other facts connected with the distribution of public documents would undoubtedly result in devising some plan by which these publications might be saved, and supplied to a much larger number of those permanent repositories of information for the people, public libraries.

TABLE XVIII.—MUSEUMS OF NATURAL HISTORY.

For statistics of museums and cabinets of natural history, reference is made to Table XVIII of the appendix.

RELATION OF ART TO EDUCATION.*

In Table XIX, Part 1, a list of 27 art-museums and art-collections of colleges, historical societies, &c., is given.

Of these, seven are in New York, six in Massachusetts, two each in Connecticut and Pennsylvania, and one each in Illinois, Indiana, Louisiana, Maryland, Michigan, New Hampshire, Ohio, Rhode Island, Vermont, and the District of Columbia.

The seven in New York report an income the past year of \$94,268; the six in Massachusetts, \$16,137; one in Connecticut, \$13,180; one in Illinois, \$2,500; one in New Hampshire, \$469; one in Ohio, \$300; one in Vermont, \$750; while the one in the District of Columbia reports the princely amount of \$70,000; the others give no returns.

These reports of income, however, are not in all cases reports of annual fixed incomes, but of exceptional contributions or gifts. Sometimes, as in the case of Amherst College, in Massachusetts, whose collection was obtained this year, the sum represents its cost and the expenditure for the gallery, amounting, in this instance, to \$12,000. The Corcoran Art-Gallery has a productive fund of \$1,000,000; the Metropolitan Museum of Art, New York, reports an endowment of over a quarter of a million. This, however, represents not an interest-bearing fund, but the sum of the receipts from subscriptions and other sources, and expended in the purchase of its collections and in current expenses. It depends, for its yearly revenue, upon subscriptions, entrance-fees, and on annual appropriations made by the commissioners of public parks. The Yale School of the Fine Arts reports an endowment fund of \$83,000; the National Academy of Design, New York, one of \$50,000; Vassar College, one of \$50,000. The Museum of Fine Arts, Boston, makes no report of endowed funds, neither does the Pennsylvania Academy of Fine Arts. Both of these great and wealthy institutions are soon to take possession of noble buildings, nearly completed, when their large and valuable collections will be fitly housed.

The Boston Museum of Fine Arts now exhibits some of its treasures in the gallery of the Athenæum, as well as some valuable loan collections, notably the collection of Spanish pictures belonging to the Duc de Montpensier. This museum met with severe losses in the great fire; but it is in charge of public-spirited citizens, who have been active in securing for it valuable works of art, by purchase and gift. When its building is completed, many of the works of art possessed by Harvard College, the Boston Athenæum, and the Boston Public Library will be placed in its galleries. This will reduce the list of art-collections in Boston to one, leaving only three in Massachusetts, namely, the Museum of Fine Arts, at Boston; the Art-Gallery of Amherst College; and the collection of the Essex Institute, Salem.

The Pennsylvania Academy of Fine Arts possesses many valuable works of sculpture and painting, as well as a large collection of casts of the most celebrated antiques, for the use of the students in their art-schools.

Their possessions having been stored during the progress of their new building, the opening of the exhibition of their old and new art-treasures, in the spacious galleries of their Broad-street palace, is eagerly anticipated. The building is so far advanced that the directors expect to occupy it early in 1876. Additional ground has been purchased, giving seventy-one more feet upon the Broad-street front, and room for addition to their building when needed.

In December, 1874, an exhibition of engravings, selected from the important collection belonging to Mr. James L. Claghorn, of Philadelphia, president of the academy, was opened on the premises adjoining its new building. This exhibition was for the

* The subject of the introduction of Industrial Drawing into all grades of public schools as one of the required studies has attracted increased attention during the past year. There are movements in several States looking to the enactment of a law, similar to that of Massachusetts, making the teaching of drawing obligatory.

benefit of the academy, and under the supervision of the distinguished engraver, Mr. John Sartain, its secretary.

The collection numbered some 800 prints—Mr. Claghorn's entire collection numbering about 6,000—which were neatly framed and arranged chronologically, so that the general progress of the art could be studied and the different schools conveniently compared. Many of the prints were rare specimens of early impressions. Among them were several unique prints of the oldest engravings. There were also examples of the same engravings taken at different stages of the plate. Some of the most famous engravers were seen in several specimens of their best work. The collection admirably illustrated the history and progress of the art, "with examples of all the best and leading engravers of the different schools, the time covered being nearly four hundred and fifty years." The art-schools of the academy will be opened as soon as the rooms provided for them in the new building can be occupied.

The New York Metropolitan Museum of Art has, during the year, nearly completed its purchase of the Di Cesnola collection of antiquities from Cyprus. It has exhibited valuable loan collections of ceramics, paintings, objects of virtù, &c., in addition to its own gallery of old and modern paintings. Its galleries are open to the public on Monday of each week, without charge; admittance-fee other days, 25 cents. It reports 70,675 visitors, 50,383 of whom were admitted free. These do not include the visits of those entitled by fellowships, life-memberships, &c., to free admission.

The Metropolitan Museum has taken an important educational step by beginning the publication of illustrated hand-books of its collections for the use and instruction of its visitors. It has already published one of the statuary of the Di Cesnola collection, and one of pottery and porcelain. This last comprises a brief history of pottery, and an account of pottery and porcelain in different countries, with a description of the different articles in the collections, and with engravings illustrating some of the articles in the Di Cesnola collection belonging to the museum, and also those in the Avery and Trumbull-Prime loan-collections.

Free tickets have been issued during the year to the students of the Cooper Union Art-Schools, and to those of the National Academy of Design. As the buildings which the city proposes to build in Central Park for the museum will not be ready for occupancy for some time, and the authorities of the museum are forced to refuse many desirable loan-collections, the plan of erecting a temporary addition to the building at present occupied by them is seriously considered. Interest in the museum is increasing. The endeavor made by the authorities, through the hand-books spoken of, to make the collections something more than mere spectacles, argues well for its future.

Many libraries used to be conducted by their librarians as if their function were only to furnish a safe prison or store-house for books, and as if every possible obstacle should be offered to those seeking to consult them; but the world is rapidly learning that its possessions are valuable only as they can be used, so that now the best librarian is he who most facilitates access to his books. In the same way the controllers of museums and art-collections are learning that their value to the public is in exact ratio to the facilities given to the public to see them intelligently. It is in their educational qualities that they are valuable. This change in the conception of the uses of museums of art has been greatly promoted by the results of the policy adopted by the directors of the South Kensington collections and schools; and although the Metropolitan and the Corcoran were not founded primarily with a view to such enlargement and vitalizing of their influence, there are evidences that those who direct them both are fully awake to the new conditions and demands, and that as soon as it can be done effectively, these important collections will be made available educationally.

The Corcoran Art-Gallery, after having been opened a couple of years, even with a large and fine building, already finds that it may soon require ampler quarters. Large additions have been made during the past year to its collection of casts from the best antique statuary. It has also purchased an important collection of the reproductions of the choice mediæval work from the Kensington Museum. In painting, a few fine modern pictures have been obtained. Invoices of casts from ancient and mediæval stat-

uary have been ordered from Europe. The Corcoran has inaugurated a new feature by issuing photographs of its treasures, both in sculpture and painting, for sale only in the gallery; hoping by their distribution among its visitors to extend and popularize knowledge of art-works. With its ample fund, this institution may hope to accomplish great results, both for the citizens of Washington and vicinity, and for the whole country. No other art-institution has such an opportunity for free development. Others are hampered by limited means, or by State or city control, or by dependence upon the continued interest of the public. The Corcoran, with its productive fund of \$1,000,000 in addition to its building and costly collections, depends only on the action of its trustees. The wise use of this ample income will enable them, acting "without haste, without rest," not only to concentrate in the capital the largest art-collection in the country, but in time, if they so elect, to found a great art-school.

State historical societies generally possess several portraits of distinguished citizens of past generations, together with collections of coins, medals commemorative of striking historical events, interesting relics, old maps, plans, views, &c. Similar collections are sometimes found in the State libraries at the different capitals. In themselves these can hardly, even by stretch of courtesy, be put in the category of art-museums proper. The New York Historical Society, however, has in its galleries, in addition to the usual collection of portraits, an important collection of old masters, known as the Bryan Gallery, and a notable collection of the works of the early American painters; in all, between five and six hundred paintings, with several pieces of statuary; also the Abbott Egyptian and Lenox Nineveh collections.

The Historical Society of Pennsylvania has, besides portraits, quite a number of historical paintings and a large collection of valuable engravings and etchings, with coins, medals, &c.

The Maryland Historical Society has a valuable collection of coins, relics, &c. It possesses but few paintings or pieces of statuary, but it has on free exhibition quite a collection of pictures belonging to individuals, and a large number of casts from the antique, loaned by the Peabody Institute; and thus furnishes the only public exhibition of art-works at present accessible to the citizens of Baltimore.

The National Academy of Design of New York possesses a large collection of pictures, portraits of members, landscapes, and *genre* pieces, and is chiefly interesting for its semi-annual public exhibitions of the works of modern artists, which are largely attended. Statistics of its schools and of the art-material for their use will be found in the appendix, Table XIX, Part 2.

The Yale School of Fine Arts has in its museum the well-known Jarves collection of old masters, and a most interesting collection of the historical portraits and revolutionary scenes painted by Trumbull, as well as several pieces of statuary.

The ten collections connected with the other colleges enumerated have been mostly made with special reference to their educational influence upon the students, though two or three of them have attracted public interest in their vicinity.

As showing the very recent awakening and rapid growth of interest in art in this country, it will be observed that with the exception of the Boston Athenæum, founded as a library in 1807; the New York Historical Society, 1804; the Penn Historical Society, 1824; and the Redwood Library, 1730, none of which were founded as art-museums, the twenty-seven institutions reported have all been established since 1842, with the very important exceptions of the two great art-academies, that of Philadelphia having been founded in 1805, and the present National Academy of New York in 1826.

Of the eleven collections enumerated as connected with colleges, two of the most important were established during this year; three in 1873; one in 1865; two in 1864;* one in 1855; one in 1854, and one, the Notre Dame Museum,—owing doubtless to its constant connection with friends in Europe,—began its collection of objects of art as

* Of one of these, that of Yale, it should be stated that while the School of the Fine Arts was established by Mr. Street in 1864, still the nucleus of the art-collections of the college had existed for many years in the Trumbull gallery. However, as an educational adjunct, the art-collection may very properly date from 1864.

long ago as 1848. To sum up, five of the eleven were established since 1872, eight since January, 1884.

An analysis of the details of the collections shows that those founded latest are most fully equipped with material directly available for the study of art.

In addition to these statistics which go to show the comparatively recent increase of public interest in all matters relating to art, it will be noticed that of the three great art-museums from which so much is reasonably expected, the Corcoran, in Washington, was established in 1869, while the Metropolitan Museum of Art, in New York, and the Museum of Fine Arts, Boston, were both founded in 1870. The Corcoran and the Metropolitan Museums show nearly the same number of visitors for the year; the former about 75,000, the latter nearly 71,000. In each the majority of visitors were on the free days. The Metropolitan is open free but one day in each week; the Corcoran is free on the alternate days of the week.

An analysis of the statistics of our public collections shows that in statuary, with the exception of the 1,000 articles from Cyprus in the Di Cesnola collection, there are but 6 antique marble statues and 2 busts, 54 modern marble statues and 90 busts, 556 plaster-casts of antique statues, and 351 busts; (of these the large majority are in six collections;) 77 plaster-copies of modern statues, and 122 original modern statues in plaster, and 331 modern busts; bronzes, 273; terra-cottas, 223; also, 600 in the Di Cesnola collection; relievos, 504; ceramics, &c., 516; with 12,000 in the Di Cesnola collection.

Of paintings, there are four collections of old masters, those of the Metropolitan Museum, the Bryan Gallery, belonging to the New York Historical Society, the Jarves collection at Yale, and the Pennsylvania Academy; in all 609. Copies of old paintings, 152; modern paintings, 2,199; nearly 18,000 engravings; some 6,000 photographs, lithographs, &c.; 3,480 coins, medals, &c.; 87 gems, cameos, and models. Casts of historical and other medallions, 8,503; these are comprised in the collections of Cornell, University of Michigan, Yale, and the Pennsylvania Academy. Two important collections of Egyptian antiquities are held by the Museum of Fine Arts, Boston, and the New York Historical Society. The tables contain also a list of about 1,000 American Indian relics; also small miscellaneous collections of costumes, armor, and oriental curiosities.

These statistics show that, especially for collections bearing upon the application of art to industrial products, for all specimens of artistic work outside the domain of high art, our museums must depend upon their loan-collections. Fortunately these promise to largely supply the want.

In Part 2 of Table XIX a list of twenty-six institutions affording art-instruction is given.

Of these, six were also enumerated among the museums, three being the great art-schools, at Philadelphia, New York, and New Haven. The University of Syracuse also has a college of fine arts devoted to the training of artists; while Cornell has a school of architecture, and the Illinois Industrial University gives instruction in the practical application of science to art.

In addition to the three art-schools just mentioned, there are given in this list of art-schools six others for the special training of artists as such: The San Francisco Schools of Design, the schools of the Chicago Academy of Design, day art-classes of the Maryland Institute, the art-school of Messrs. Way and Sauerwein, Baltimore, St. Louis Art School, and the schools of the Brooklyn Art-Association; also the Art-Schools of Pennsylvania Academy, not now open. Three of these have been founded since 1872. The school of the Chicago Academy is soon to be re-established.

It appears, then, that of the twenty-six art-training institutions reported, ten are for the special training of artists. Three others, the Boston Art-Club, the Palette Club, and the Ladies' Art-Association, the last two of New York, are voluntary associations of artists, with life-classes, &c., for their own improvement. These were founded in 1855, 1869, and 1870, respectively.

These art-schools, exclusive of the Pennsylvania Academy and the Chicago schools, report 56 instructors and 594 pupils; also a large amount of art-material.

The Massachusetts Institute of Technology, (1861,) the Cornell University, (1865,) and the College of Fine Arts, Syracuse University, (1872,) give full courses of three and four years in architecture. They report 11 instructors and 58 pupils.

The Worcester County Free Institute, (1865,) the mechanical courses in Cornell, (1865,) and the Toledo University of Arts and Trades, (1872,) are technical schools of the mechanic arts, teaching mechanical drawing in its application to the various crafts and trades. They report 20 instructors and 237 pupils.

The Lowell School of Practical Design, at Boston, (1872;) the Woman's Art-School, Cooper Union, (1855;) the School of Design, University of Cincinnati, (1869;) the Philadelphia School of Design for Women, (1847,) and the Pittsburgh School of Design for Women, (1865,) give instruction in the practical application of art to industrial products. These five schools report 25 instructors and 907 pupils. They furnish a beginning in the education of trained artistic workers, especially in the arts of design, in which we have been so deficient; and will doubtless be followed by scores of similar technical industrial-art-training institutions, if the introduction of the study of elementary drawing into the public schools of the United States becomes general.

The Maryland Institute Night Schools of Art and Design, (1848;) the art-classes of the Free School of Science and Art, Cooper Union, (1857,) and the Franklin Institute Drawing-Classes, Philadelphia, (1824,) report 28 instructors and 2,219 pupils. These institutions are designed to supplement the training of the public schools by imparting such technical skill in drawing and in the use of instruments as shall enable their scholars to make more skillful workmen. They are similar to the artisan night classes established in Massachusetts with a view of giving to the adult mechanics of that State some of the advantages which their children now enjoy in the public schools.

These three schools have done a most important and valuable work for the youth of their respective cities. Nor has their work been confined to industrial drawing. The Cooper Union schools give a thorough training in all branches of English study, and in chemistry, and have yearly many hundred students in these branches. The Maryland Institute does the same. The Franklin Institute sustained a high school until it was made needless by the city authorities establishing one. The work of these three schools in general education is, however, mentioned elsewhere in this report.

The only remaining school included in this table is the Massachusetts Normal Art-School, Boston, Mass. This school, in charge of Mr. Walter Smith, State art-director, reports 6 instructors and 109 pupils. An account of this school was given in my last annual report. An extended statement of the condition of art-education in the United States, and of the importance of the introduction of the study of drawing into the regular course of instruction in the public schools, with a brief summary of the action of other nations in making provision for the artistic training of their people, was prepared, and published by this Office as one of the Circulars of Information, (No. 2, 1874.) A similar publication, with fuller information, is in preparation, and it is the intention of the Office to issue it during the ensuing year.* The increasing interest throughout the country in this subject, and the many cities and towns which, in advance of State action, have adopted, or are considering the expediency of adopting, a similar system to that so successfully introduced in Massachusetts by Mr. Walter Smith, lead to the addressing of many inquiries to this Office which the proposed work is designed to answer. The results of the Vienna Exposition, and the near approach of the Centennial Exhibition at Philadelphia, give an added impulse to this newly-awakened interest in all forms of art-training and all the applications of art to industrial processes.

The Exhibition at Philadelphia may be expected to awaken wider and more intelligent appreciation of the bearing and importance of this department of education.

*I. Edwards Clarke, A. M., one of my assistants in the office, who has visited many of the best art galleries in Europe, and most of the collections of art in this country, has been specially charged with the care of this work.

TABLE XX.—SCHOOLS FOR THE DEAF AND DUMB.

Under Table XX, of the appendix, will be found the details from which the following summary is drawn.

These institutions are no more to be classed as charities than any others established for educational purposes. With a view to promoting this understanding of them they have been treated in the descriptive text like all others.

It will be observed that 37 of the 275 present instructors in these institutions are known as semi-mutes, and that of the graduates, 207 have been teachers therein.

Statistical summary of institutions for the instruction of the deaf and dumb.

States and Territories.	Number in each State.	Instructors.		Number under instruction during the year.			Total number who have received instruction.	Number of graduates who have become teachers.
		Total number.	Number of semi-mutes.	Total.	Male.	Female.		
Alabama.....	1	6	0	68	38	30	155	3
Arkansas.....	1	4	0	84	45	39	112	0
California.....	1	4	0	66	44	22	123	1
Connecticut.....	2	20	2	287	179	108	2,020	50
Georgia.....	1	4	1	52	25	27	.....	4
Illinois.....	1	15	2	430	239	191	1,018	.....
Indiana.....	1	15	3	334	193	141	1,040	13
Iowa.....	1	9	0	157	78	79	373	4
Kansas.....	1	5	0	80	46	34	114	0
Kentucky.....	1	5	2	103	54	49	613	10
Louisiana.....	1	4	0	51	30	21	360	2
Maryland.....	2	11	3	116	73	43	160	2
Massachusetts.....	2	13	0	135	70	65	100	0
Michigan.....	1	10	3	197	107	90	569	.....
Minnesota.....	1	7	3	104	64	40	200	3
Mississippi.....	1	3	1	51	24	27	63	.....
Missouri.....	2	9	1	204	102	102	485	7
Nebraska.....	1	3	1	.....	.....	.....	52	.....
New York.....	5	38	4	802	425	377	2,820	64
North Carolina.....	1	7	1	138	77	61	.....	0
Ohio.....	1	23	3	468	272	196	1,443	.....
Oregon.....	1	2	0	30	16	14	31	0
Pennsylvania.....	2	16	.....	314	165	149	1,642	10
South Carolina.....	1	.....	.....	.....	.....	.....	.....	.....
Tennessee.....	1	7	1	126	61	55	.....	0
Texas.....	1	2	0	44	26	18	103	2
Virginia.....	1	7	1	96	56	40	417	5
West Virginia.....	1	4	0	52	34	18	86	0
Wisconsin.....	1	8	2	176	107	69	398	.....
District of Columbia.....	1	12	3	113	97	16	294	22
Colorado.....	1	2	0	12	7	5	12	0
Total.....	40	275	37	4,900	2,774	2,126	14,762	207

Statistical summary of institutions for the instruction of the deaf and dumb—Concluded.

States and Territories.	Library.		Property, income, &c.			
	Number of volumes.	Increase in the past year.	Value of grounds, buildings, and apparatus.	State appropriation for the past year.	Income for the year from tuition fees.	Expenditure for the year.
Alabama.....	300	0	\$75,000	\$18,000	\$150	\$16,000
Arkansas.....	76	0	55,000	c32,770	0	16,500
California.....	300	0	300,000	b36,000	0	b35,983
Connecticut.....	2,350	.....	250,000	525	40,807	71,061
Georgia.....	800	.....	40,000	14,500	0	16,500
Illinois.....	1,200	.....	340,000	72,000	.....	79,000
Indiana.....	2,953	879	685,000	69,850	0	69,231
Iowa.....	360	70	170,000	31,400	0	31,800
Kansas.....	.....	.....	33,030	16,500	.....	16,500
Kentucky.....	600	.....	125,000	17,003	.....	20,712
Louisiana.....	400	0	200,000	23,000	0	16,150
Maryland.....	2,000	.....	195,000	40,000	900	35,000
Massachusetts.....	400	.....	100,000	17,209	10,135	26,690
Michigan.....	811	10	375,315	b51,872	0	b48,364
Minnesota.....	700	150	125,000	26,000	0	26,000
Mississippi.....	.....	.....	50,000	15,000	0	10,000
Missouri.....	600	.....	150,000	c32,757	0	23,050
Nebraska.....	.....	.....	18,000	15,750	.....	8,125
New York.....	2,565	259	641,941	131,911	63,618	211,415
North Carolina.....	.....	.....	50,000	40,000	0	40,000
Ohio.....	2,500	100	800,000	81,000	0	80,315
Oregon.....	47	0	.....	.....	.....	.....
Pennsylvania.....	5,000	.....	370,000	51,862	10,316	68,123
South Carolina.....	.....	.....	.....	.....	.....	.....
Tennessee.....	225	25	150,000	27,800	150	23,000
Texas.....	.....	.....	50,000	10,000	0	17,003
Virginia.....	1,600	50	160,000	b40,000	600	b37,445
West Virginia.....	220	204	60,000	25,000	0	20,403
Wisconsin.....	500	.....	110,227	35,000	0	35,449
District of Columbia.....	1,400	200	500,000	d87,697	1,270	53,644
Colorado.....	0	0	6,781	5,000	0	3,040
Total.....	27,907	1,947	6,185,264	1,064,406	127,946	1,177,498

a In State scrip, realizing in currency \$11,633.

b For both departments.

c Exclusive of appropriations for building purposes, and of \$7,566 for salaries.

d Congressional appropriation.

TABLE XXI.—SCHOOLS FOR THE BLIND.

Additional statistics in reference to blind asylums will be found in Table XXI of the appendix, from which this summary is drawn.

Statistical summary of schools for the blind.

States.	Number in each State.	Number of instructors and other employes.	Number of blind employes and workmen.	Number of pupils.	Number of pupils admitted since opening.	Library.	
						Number of volumes.	Increase in the past year.
Alabama.....	1	(a)	.....	16	.....	(a)	.....
Arkansas.....	1	14	2	38	107	500	.....
California.....	1	21	0	31	83	(a)	.....
Georgia.....	1	12	5	51	135	.....	.....
Illinois.....	1	26	7	107	.....	650	80
Indiana.....	1	25	4	109	498	.....	.....
Iowa.....	1	28	15	104	293	400	20
Kansas.....	1	10	0	28	65	.....	.....
Kentucky.....	1	19	6	65	341	600	200
Louisiana.....	1	13	10	25	38	100	7
Maryland.....	2	24	5	69	180	281	56
Massachusetts.....	1	55	29	156	867	1,000	0
Michigan.....	1	(a)	.....	26	.....	.....	.....
Minnesota.....	1	9	2	22	35	100	60
Mississippi.....	1	6	1	36	.....	180	2
Missouri.....	1	23	4	110	338	500	80
New York.....	2	91	11	323	1,409	1,600	350
North Carolina.....	1	6	1	77	.....	.....	.....
Ohio.....	1	46	3	136	829	60	.....
Oregon.....	1	4	0	8	12	25	.....
Pennsylvania.....	1	53	22	203	846	800	75
South Carolina.....	1	.....	.....	.....	.....	.....	.....
Tennessee.....	1	6	2	46	158	948	.....
Texas.....	1	7	3	33	.....	300	75
Virginia.....	1	5	3	37	202	(a)	(a)
West Virginia.....	1	3	1	19	26	.....	.....
Wisconsin.....	1	19	1	62	223	.....	.....
Total.....	29	525	137	1,942	6,684	8,044	1,005

a Included in report of deaf and dumb department. See Table XX and summary.

Statistical summary of schools for the blind—Concluded.

States.	Property, income, &c.				
	Value of grounds, buildings, and apparatus.	Amount of State or municipal appropriation for the past year.	Receipts from other States and individuals for the past year.	Total receipts for the past year.	Total expenditure for the past year.
Alabama.....	(a)	(a)	.....	.....	(a)
Arkansas.....	\$20,000	\$18,026	.....	\$18,026	\$18,160
California.....	(a)	(a)	\$2,609	(a)	(a)
Georgia.....	75,000	15,000	.....	.....	15,000
Illinois.....	166,000	17,500	4,784	22,284	22,284
Indiana.....	500,000	33,000	.....	33,000	33,235
Iowa.....	300,000	22,000	0	22,000	21,500
Kansas.....	25,000	9,422	0	9,422	8,880
Kentucky.....	100,000	17,490	160	23,312	22,779
Louisiana.....	.....	12,000	.....	.....	8,000
Maryland.....	275,000	21,975	2,425	20,952	23,265
Massachusetts.....	353,176	30,000	18,715	81,592	73,139
Michigan.....	(a)	.....	.....	(a)	(a)
Minnesota.....	25,000	(a)	0	(a)	(a)
Mississippi.....	10,000	10,000	0	10,000	.....
Missouri.....	200,000	21,000	0	21,000	23,500
New York.....	623,972	82,971	7,934	176,547	172,566
North Carolina.....	(a)	(a)	0	.....	.....
Ohio.....	500,000	64,600	.....	.....	.....
Oregon.....	.....	64,000	0	64,000	63,150
Pennsylvania.....	200,000	54,660	35,861	90,521	82,809
South Carolina.....	.....	.....	.....	.....	.....
Tennessee.....	65,000	45,000	0	45,000	50,000
Texas.....	50,000	20,000	0	20,000	19,880
Virginia.....	(a)	(a)	1,856	(a)	(a)
West Virginia.....	(a)	(a)	.....	(a)	(a)
Wisconsin.....	45,000	21,800	682	25,804	25,792
Total.....	3,533,148	520,444	75,026	632,460	633,939

a Included in report of deaf and dumb department. See Table XX and summary. b For two years.

TABLE XXII.—REFORM SCHOOLS.*

For detailed statistics of these schools reference is made to Table XXII of the appendix.

It is now fifty years since the first house of refuge was established in the United States. The system first adopted has undergone various changes and modifications, and still is by no means regarded as complete in all its methods. To reclaim, not to punish, is the mission of the reform school, and statistics indicate that 75 per cent. of all the youth sent to these institutions have been reclaimed and restored to society.

* Mrs. S. A. Martha Canfield has continued her labor in connection with reformatories and asylums for orphans and neglected children, having visited, since her connection with the Bureau, 243 institutions of this class. The summaries here presented are chiefly the results of her inquiries. A fuller statement of the subject will be presented in a circular of information to be published by the Bureau.

In several institutions the family system has been adopted with great success. The children are regarded as subjects of restraint, not of penal infliction or punishment. Walls, bolts, bars, and all prison appliances are dispensed with, and a home and school established for the proper care and training of wayward and neglected children. From these schools the pupils can go forth into the world, prepared for its duties and responsibilities, with no stigma attached to their names.

The prevalence of juvenile crime, and the questions of its prevention or cure, are now pressed upon public attention as never before. All over our country this great evil is on the increase.

Last year over 2,000 children, between the ages of 6 and 17, were arrested for various offenses and brought before the courts in the city of Boston. For the purpose of rescuing these wretched children from their evil course, and to save them from being identified with adult and hardened criminals, the board of State charities earnestly recommended a special court for their trial.

The reports of various institutions show that juvenile crime is on the increase in other States.

Statistics show that the greatest success is achieved in efforts for the reformation of those under 14 years of age. As they advance from this point the probability of their reformation decreases. The cases are rare where children who have had any considerable school advantages become subjects for reformatory institutions.

It has been said that there are three methods of dealing with juvenile delinquents, viz, banishment, punishment, and education. A teacher of many years' experience says: "We educate, because we know that education is reformatory."

Facts in the history of different reformatories indicate that this is not mere theory. The Connecticut State Reform School, conducted "not as a prison, but as a Stateschool, where boys are educated for good citizens rather than punished for wrong-doing," has had, since its establishment in 1854, 2,146 boys on its rolls, and "about three-fourths of these are known to have become orderly and useful members of society." In the Industrial School for Girls, where "the system of discipline aims to be as nearly as possible that of a Christian family," the results are equally gratifying. The Reform School of the District of Columbia is conducted upon the same principle.

In the Baltimore House of Refuge, six hours daily are devoted to common school instruction, which ranges from the alphabet to algebra. All the labor of the house is, performed by the boys, who "are the engineers, gas-makers, farmers, tailors, bakers, and shoe-makers of the institution. Besides this, 155 boys work under contract at various manufactures, and thus are instructed in trades which will afford them a living when discharged." Regular instruction is given in music. Massachusetts, in addition to her State Reform School, has a State primary school, where young children are sent, to prevent their association with those who are older and more hardened in crime. A feature of this institution is the printing-office. A monthly paper is issued, all the work upon it being performed by the boys. In the State Reform School of Maine, a system of grading and promotions, dependent upon good behavior, with special privileges attached to the higher grades, has worked wonders in the way of reformation with some very hardened characters. The New York House of Refuge at Randall's Island is the first public reformatory institution for delinquent children, on a large scale, established in this country. The number of inmates since organization is over 15,000. The records of the institution, covering fifty years, have become valuable in a statistical point of view. These statistics are now being compiled for publication. Discipline is enforced by the grade-system. Instruction is given in the elementary branches, and such trades are taught as will best enable the inmates to earn a living after being discharged. The New York Catholic Protectory proposes to give to its inmates a course of instruction equal to that of any public school. The elements of algebra and geometry have lately been added to the mathematical course. Music is thoroughly taught; also drawing and painting. The industrial department embraces

a printing-office, a stereotyping-foundry, and shops for teaching various trades. This reformatory has been the model for similar ones in various cities of the United States, and for one in Peru. A very large proportion of the former inmates of the protectory are reported to be doing well. In the Ohio Reform Farm School the experiment was first made of providing a home, instead of a prison, for vicious and criminal boys, and, in its management, discipline, and success, it stands almost unrivaled. The boys are classed in families, cared for by officers called elder brothers, and no restraint is used to prevent them from escaping. Fully three-fourths of them can be trusted without supervision. Among reformatories for adults one of the most important is the Isaac T. Hopper Home, in New York, where women discharged from prison are received until they can obtain employment. Over 5,000 women have been received into the home since its establishment in 1845, and it is known that in a majority of cases their sojourn there has led to a permanent reformation.

Summary of reform schools.

States.	Number in each State.	Number of teachers or officers.		Number committed during the year.	Number discharged during the year.	Present inmates.			
		Male.	Female.			Sex.		Race.	
						Male.	Female.	White.	Colored.
Connecticut.....	2	11	20	244	223	300	92	362	30
Illinois.....	2	13	6	152	72	552	.....	229	13
Indiana.....	2	1	5	365	6	.....	104	96	8
Iowa.....	1	9	7	70	37	146	11	157	0
Kentucky.....	1	12	3	90	63	150	24	174	0
Louisiana.....	1	6	5	100	145	118	.....	57	61
Maine.....	1	2	2	47	27	142	.....	138	4
Maryland.....	3	17	8	209	147	223	31	324	72
Massachusetts.....	9	51	45	566	494	1,133	323	1,390	66
Michigan.....	2	34	15	2,423	2,423	651	162	227	16
Minnesota.....	1	2	4	31	36	110	4	111	3
New Hampshire.....	1	5	9	47	33	91	12	101	2
New Jersey.....	1	8	4	138	114	184	.....	.....	.....
New York.....	13	94	147	3,643	3,032	2,668	1,494	3,935	70
Ohio.....	7	31	26	704	562	897	537	1,153	68
Pennsylvania.....	4	20	31	492	318	469	122	430	152
Rhode Island.....	1	10	8	163	149	179	41	210	10
Vermont.....	1	5	9	41	32	145	.....	141	4
Wisconsin.....	1	.....	.....	113	84	.....	.....	.....	.....
District of Columbia.....	2	4	4	58	26	113	.....	55	58
Total.....	56	335	358	9,846	8,023	7,951	2,897	9,349	637

a Also 72, the sex of whom is not reported.

Summary of reform schools—Concluded.

States.	Present inmates.		Number committed since es- tablishment.	Library.		Annual cost of institution.	Total annual earnings of in- stitution.
	Nativity.			Number of volumes.	Increase in the past year.		
	Native.	Foreign.					
Connecticut	208	34	2,464	2,500	400	\$59,547	\$15,510
Illinois	130	22	1,730	150	.....	35,000	.....
Indiana .....	.....	.....	110	226	.....	12,879	1,127
Iowa	152	5	272	250	.....	17,500	6,000
Kentucky	62	25	2,055	400	.....	20,000	5,000
Louisiana	111	7	2,295	200	.....	10,815	2,900
Maine	42	5	1,429	1,400	120	24,106	4,000
Maryland	177	5	2,591	2,113	.....	42,811	7,876
Massachusetts	691	133	13,621	6,465	582	143,466	14,941
Michigan	81	28	13,699	2,861	60	38,727	10,838
Minnesota .....	.....	.....	253	900	300	30,000	.....
New Hampshire	98	5	744	300	.....	24,470	16,537
New Jersey .....	.....	.....	.....	.....	.....	.....	.....
New York	2,021	610	44,055	8,028	178	653,377	147,227
Ohio	468	43	6,364	3,757	.....	132,419	16,677
Pennsylvania	404	32	13,291	2,500	75	219,498	37,016
Rhode Island	203	17	2,244	2,362	230	41,295	10,000
Vermont	143	2	427	300	.....	21,843	9,444
Wisconsin .....	.....	.....	.....	.....	.....	.....	.....
District of Columbia .....	.....	.....	248	300	.....	14,116	.....
Total	4,991	973	110,622	35,012	1,945	1,541,799	305,127

Statistical summary of orphan asylums, miscellaneous charities, &c., Table XXIII.

States.	Number in each State.	Number of teachers and officers.	Total number of inmates since foundation.	Present inmates.			Library.		Income.	Expenditure.
				Total.	Male.	Female.	Number of volumes.	Increase in the past year.		
Part I.—Orphan asylums.										
Alabama	1	6	.....	39	1	38	.....	.....	.....	.....
California	6	35	2,918	*614	370	74	2,412	320	\$63,037	\$77,121
Connecticut	6	55	5,989	365	194	171	2,475	55	20,044	28,044
Georgia	1	3	49	29	14	15	200	160	3,065	2,947
Illinois	3	21	2,573	239	150	139	.....	.....	18,962	17,092
Indiana	2	6	130	54	37	17	.....	.....	.....	.....
Iowa	1	4	120	22	12	10	75	.....	2,200	2,314
Kansas	1	.....	125	125	70	55	.....	.....	.....	.....
Kentucky	5	20	1,096	310	183	127	240	.....	14,783	18,263
Louisiana	1	13	222	97	.....	97	.....	.....	.....	.....
Maine	1	4	232	36	0	36	.....	.....	2,575	2,575
Maryland	11	67	3,467	633	250	383	1,476	160	44,991	43,924
Massachusetts	8	95	9,021	805	315	490	400	20	68,809	66,069
Michigan	2	14	1,946	150	75	75	348	18	5,000	6,000
Mississippi	1	4	193	45	45	0	350	60	5,500	5,500
Missouri	6	33	5,173	619	230	389	300	.....	22,845	40,101
New Hampshire	1	3	100	31	15	16	325	125	4,000	4,000
New Jersey	3	11	799	170	100	70	802	1	11,610	3,670
New York	41	251	23,833	4,168	2,555	1,613	7,658	265	576,401	593,790
North Carolina	1	10	220	150	74	76	200	.....	10,800	10,500
Ohio	12	52	20,973	920	526	394	2,921	228	134,992	122,483
Pennsylvania	22	103	12,916	1,931	1,237	694	6,845	175	756,046	143,997
Rhode Island	3	22	3,837	234	163	121	400	100	27,505	26,316
South Carolina	4	24	55	330	173	157	1,845	.....	23,300	23,300
Tennessee	4	7	1,300	122	34	88	800	253	12,600	12,600
Vermont	1	12	765	87	30	57	150	.....	6,000	5,758
Wisconsin	5	28	8,218	248	100	148	200	10	26,839	22,136
District of Columbia	3	11	1,081	256	175	81	220	38	8,569	5,133
Total	156	924	112,410	*12,979	7,178	5,631	30,712	2,028	1,886,533	1,293,578
Part II.—Soldiers' Orphans' Homes.										
Connecticut	1	.....	147	.....	.....	.....	.....	.....	.....	.....
New York	1	24	3,373	201	134	67	.....	.....	47,976	40,233
Ohio	1	34	742	600	400	200	1,000	400	.....	.....
Pennsylvania	16	162	5,754	2,417	1,514	903	6,215	415	197,172	183,782
Wisconsin	1	7	683	.....	.....	.....	700	.....	.....	.....
District of Columbia	1	.....	.....	58	20	28	347	.....	15,149	15,103
Total	21	257	10,699	3,276	2,078	1,198	8,262	815	260,297	244,123
Part III.—Infant asylums.										
Illinois	1	6	1,560	53	27	26	0	.....	53,771	53,771
Michigan	1	4	505	45	20	25	.....	.....	.....	.....
New York	3	.....	5,000	.....	.....	.....	.....	.....	.....	.....
Pennsylvania	1	.....	.....	307	.....	.....	.....	.....	.....	.....
Rhode Island	1	5	150	14	9	5	.....	.....	.....	.....

* Sex not reported in all cases.

Statistical summary of orphan asylums, miscellaneous charities, &c.—Concluded.

States.	Number in each State.	Number of teachers and officers.	Total number of inmates since foundation.	Present inmates.			Library.		Income.	Expenditure.
				Total.	Male.	Female.	Number of volumes.	Increase in the past year.		
<i>Part III.—Infant asylums—Continued.</i>										
Wisconsin	1	4	57	57						
District of Columbia	1		70	70	20	50				
Total	9	19	7,155	546	76	106			\$53,771	\$53,771
<i>Part IV.—Industrial schools.</i>										
California	1	22	1,507	258	201	57				
Connecticut	1		17	9		9				
Illinois	1	7	130	130	0	130	75	75	1,500	1,500
Maryland	1	8	540	36	0	36	140	25		
Michigan	1	2		130					5,050	3,910
Missouri	1	10	2,000	75	0	75	100		4,150	4,150
New York	12	169	76,294	*5,127	432	4,447	3,070	190	71,741	85,687
Ohio	2	11	680	100		100	100			6,046
Pennsylvania	2	17	1,149	117		117			3,056	6,094
South Carolina	1	8		60	0	60				
Tennessee	2	3	27	33		33	30		4,272	4,115
District of Columbia	1	2	365	21	14	7			3,598	4,276
Total	26	259	82,709	*6,096	697	5,071	3,515	290	93,367	115,778
<i>Part V.—Miscellaneous charities.</i>										
Connecticut	3								9,014	7,503
Georgia	1	1	25	20		20			2,000	2,000
Illinois	2	14	447	234	64	170	450	209	16,007	19,066
Maryland	4	14	635	71	53	18	1,000	50	12,306	19,173
Massachusetts	2	8	1,959	126	107	19	900		17,515	17,478
Michigan	3	13	3,193	257	142	115	60	60	5,278	2,830
Missouri	2	1	500	17	9	8			8,000	3,000
New York	22	105	48,302	1,732	917	865	4,725	560	306,312	341,043
Ohio	5	24	7,429	658	352	306			24,896	24,796
Pennsylvania	6	10	37	137	41	96	500	200	16,488	18,699
South Carolina	2	12		23	1	22				
West Virginia	1	10		76	13	63			7,000	
Wisconsin	1		53	13	6	7			874	510
District of Columbia	3	7	92	49	27	22			5,958	5,761
Total	57	219	62,722	3,463	1,732	1,731	7,635	1,070	431,648	461,829
Total Part I	156	924	112,410	12,979	7,178	5,631	30,712	2,028	1,886,533	1,293,578
Total Part II	21	257	10,699	3,276	2,078	1,198	8,262	815	260,297	244,123
Total Part III	9	19	7,155	546	76	106			53,771	53,771
Total Part IV	26	259	82,709	6,096	697	5,071	3,515	290	93,367	115,778
Total Part V	57	219	62,722	3,463	1,732	1,731	7,635	1,070	431,648	461,829
Grand total	269	1,678	275,695	*26,360	11,761	13,737	58,124	4,203	2,725,616	2,169,079

* Sex not reported in all cases.

TABLE XXIII.—ORPHAN ASYLUMS

The asylums from which reports have been received are distributed as follows:

California	1	Ohio	6
Connecticut	2	Pennsylvania	13
Illinois	2	Rhode Island	1
Maryland	1	South Carolina	1
New Hampshire	1	Tennessee	1
New Jersey	1	Wisconsin	1
New York	12		
Total			43

Many of them are supported wholly or in part by private charity. Among the most successful are those that are conducted as farm-schools. There are two of these in Pennsylvania. In all of these institutions the children receive an elementary education; the girls are usually instructed in sewing and housework, and in some cases special industrial training is given. When they reach a suitable age, homes are provided for them. The Chicago Half-Orphan Asylum has a nursery attached where young children are cared for during the hours that their mothers are at work.

Girard College is much more than an "asylum." Thorough training in the common and higher English branches and in French and Spanish is prescribed. The addition of Latin and Greek is permitted, but not advised. The change in the apprenticeship system during the last quarter of a century has made it necessary to introduce industrial training, and the boys are now trained for any trade or pursuit for which they show special aptitude. This charity is limited to "very poor white male orphans"—all children who have lost their fathers being considered orphans.

Homes and schools for soldiers' and sailors' orphans.—Nineteen of these are reported, of which the District of Columbia has one; New York, one; Ohio, one; and Pennsylvania, sixteen. In these schools a thorough common-school education is given, some of them going as far as the high-school course. A number of pupils from these schools have entered normal schools and are preparing themselves for teachers; several are already teaching successfully. In some of the schools industrial training is given. The Lincoln Institution in Philadelphia differs from the others in its system of management. Here boys are taken care of during the time they are learning a trade, and an evening school is provided for them, so that while earning a part of their support by daily work they are acquiring an education. "The reputation of these boys in the community is such that oftentimes the demands for boys to fill respectable positions is greater than the supply."

Infant asylums.—The object of these institutions is, mainly, to prevent the crime of infanticide and save the lives of the children to the State and to the world. These are among the most catholic of charities; no qualifications are necessary and no distinction is made of creed or color. They are distributed as follows, according to reports received by this Bureau:

District of Columbia	1
Illinois	1
Michigan	1
New York	5
Pennsylvania	2
Rhode Island	1
Total	11

A peculiar feature of the Nursery and Child's Hospital, of New York, is the "Country Branch," which is becoming larger than the city institution. The statistics of in-

fant mortality show a decrease since this nursery was established. At St. Mary's Hospital, New York, children between the ages of two and fourteen years, suffering from acute or curable chronic diseases, are admitted free. Very similar to this in object and management is the Children's Hospital, of Philadelphia.

MISCELLANEOUS CHARITIES.

Under this head are classed employment societies, homes for the friendless, children's homes, children's lodging-houses, sewing-schools, and houses of industry. Most of these are supported by private charity, and many of them are denominational. Their names sufficiently indicate their object. The Michigan State Public School, at Coldwater, is supported by public funds, and designed especially for those children who would otherwise be maintained in the county poor-houses. It supplies for Michigan an important link in the chain of preventives between the compulsory education act relating to common schools and the reform school for juvenile delinquents. Children falling out of the common-school system, and for any reason becoming dependent upon the public charities, are here provided for in a way to accomplish the most possible for them.

Two of the charities of New York have a character so peculiar and distinctive that they cannot properly be classified. These are the Sheltering Arms and the Society for the Relief of the Ruptured and Crippled. In the former are received children from two to ten years of age, and the child's necessity is the limit of its stay. The object of the last-mentioned society is sufficiently indicated by its name. Children are received from the ages of four to fourteen, and of the whole number who have been treated during the twelve years of its existence 81.5 per cent. were relieved and discharged. The Society for the Prevention of Cruelty to Children was organized in the city of New York in December, 1874. It proposes to do a work which does not properly belong to any other society. All others assume the care and control of children only after they are legally placed in their custody. It is not their province to seek out and rescue those little unfortunates who are suffering from abuse and cruelty. This work the society undertakes and proposes to do. It will investigate and prosecute, when necessary, all cases of cruelty to children coming to its knowledge. Ample laws have been passed by the legislature for the protection of children; they only need to be enforced.

INDUSTRIAL SCHOOLS.

The Women's Educational and Industrial Society, of New York City, has established a free training-school for women, where instruction is given in cooking, laundry-work, house-work, all kinds of sewing, phonography, book-keeping, proof-reading, and writing.

Every respectable woman who applies for help is taught to work, free of expense, and, when competent, is supplied with work or placed in a good situation. Over 3,000 women have been trained and placed during the past year.

A printers' training-school is connected with the charitable community at St. Johnland, L. I., under the auspices of the Episcopal church of New York.

In the industrial school of the Hebrew Orphan Asylum, of New York, printing in all its branches is taught. Printing is also thoroughly taught in the Episcopal Orphan Home of Brooklyn.

The Wilson Industrial School in New York trains girls in house-work, in all branches of needle-work, and in dress-making. A similar training is given in the industrial school connected with the Brooklyn Female Employment Society. Dress-makers' apprentices outside of these institutions earn nothing while learning their trade, while here they are paid for what they do, and, being able to in part support themselves, can take time to become thoroughly skilled. A dress-making department has also been added to the industrial school of the young ladies' branch of the Women's Christian Association, where girls receive thorough instruction in all branches of dress-making, earning during the time from \$1.50 to \$3 a week.

The most extensive industrial training known to be given in any charitable institution is in Girard College.* In 1864, a chair of industrial science was established, embracing the practical and theoretic teachings of various handicrafts. The labor-branches in the work-room thus arranged for were type-setting, printing, book-binding, type-casting, stereotyping, turning, carpentering, daguerreotyping, photography, electrotyping, electro-plating, and practical instruction in the electric telegraph. Shoemaking had already been taught and carried on successfully for three years. In consequence of the increasing difficulty of finding employers willing to take boys under indentures, the working-class in 1863 had become too large for the existing facilities for manual labor, and it became necessary to introduce a greater variety of handicrafts. These are the only institutions that have been heard from where any systematic "industrial training" has been attempted, but a number of orphan asylums and children's homes have either just opened or are about to open industrial departments. There are also a large number of institutions which take children from the lowest classes, teach them sewing, and sometimes cooking and house-work, at the same time giving them the rudiments of an education, and training them in habits of neatness and order. Almost all of our large cities have one or more of these schools, and in New York City the Children's Aid Society alone has 21 such schools connected with it, and the Home for the Friendless 11. The great need now seems to be that these schools, which lay so good a foundation, shall be supplemented by special training-schools where instruction shall be given in various industries.

TRAINING-SCHOOLS FOR NURSES.

Public attention has been directed to schools for training nurses, and they are increasing in usefulness. The dependence of the physician upon the intelligent action of the nurse to second his skill has always been recognized. These schools, while thus meeting a great need, at the same time, provide useful and remunerative occupation for a large class of women. The best known and most highly-esteemed schools for nurses are those in connection with Bellevue Hospital in New York, and the State Hospital in New Haven, Conn. In both the difficulty has been to find a sufficient number of women fitted for the arduous and responsible duties of the nurse. The secretary of the New York Association, in his report for 1874, says:

We were at first disappointed at the few desirable applicants who presented themselves to be trained, but as the knowledge of our school gradually spread over the country, we received, either through personal interview with the superintendent or by letter, many applications from women offering themselves as probationists. Some were entirely unfitted by incapacity, physical weakness, or because, belonging to the ignorant and uneducated class, they fell below our standard of admission. But the majority were unwilling to devote two years to gaining a career, seeming to care little for really perfecting themselves in their profession. Filled as the land is with the cry for woman's work, this indifference to thoroughness is the stumbling-block in the way of all educators, and has proved one of our most serious difficulties. We cannot exact a less period from our probationers; the year of training is so costly, that it surely is not asking too much that they should in return give one year to training others. These applicants, numbering 73, were from all parts of the Union—New England, the Middle States, and the far West, even including Colorado Territory, Minnesota, and California.

The scarcity of such professionally-trained nurses throughout the country was perceived in the effort to find women capable of acting as head-nurses. Advertisements,

* The following very gratifying statement comes from Dr. Wm. H. Allen, the president of Girard College:

We know the history of all the pupils who have been educated here. Some of them, after learning trades, have studied professions. Three have become reputable physicians; four, lawyers; two, ministers of the gospel; a larger number merchants and bankers, successful men, and some of them have accumulated considerable property. One of the best architects in Philadelphia was educated here, and was bound to a carpenter; he was the architect of our new Masonic Temple, and has built several banks and churches. But the majority of our pupils are mechanics, and the older of these are doing reasonably well for young men beginning life without capital or influential friends. They have become heads of families, and many of them members of churches. While we know of some who have taken a downward course, and have formed bad associations and evil habits, we think the number of these is not very great; certainly not greater than the average of young men educated in other schools.

applications to doctors, and, in fact, all available means, only brought us four, one of whom we were soon forced to discharge for inefficiency.

The probationers are rapidly being trained into good nurses. This is shown by the fact that when, at one time, the superintendent, Miss Bowden, was left without head-nurses, she was able unhesitatingly to place three of the five months' students in charge of wards. The degree of success in the work and the appreciation of it by the hospital-authorities are indicated by the fact that, whereas there was considerable hesitation in intrusting three wards to their control, they were soon requested to undertake the nursing of the entire hospital; a thing it was not possible for them to do, on account of a lack of a sufficient number of workers, both of head-nurses and probationers.

Applicants are received for one month on probation, when, if found suitable for the work, they are received as pupil-nurses. They must sign a written agreement to remain at the school for one year, and after that time to consider themselves subject to the orders of the committee (of whom the superintendent will make one) for an additional year, making two years in all, in consideration of the training received.

The instruction includes: (1) The dressing of blisters, burns, sores, and wounds; the application of fomentations, poultices, and minor dressings. (2) The application of leeches, externally and internally. (3) The administration of enemias for men and women. (4) The management of trusses and appliances for uterine complaints. (5) The best methods of friction to the body and extremities. (6) The management of helpless patients—moving, changing, giving baths in bed, preventing and dressing bed-sores, and managing positions. (7) Bandaging, making bandages and rollers, lining of splints. (8) Making patients' beds and removing sheets while the patient is in bed.

The pupil-nurses will attend the operations and assist at them. They will be taught every kind of sick-cookery and the preparation of drinks and stimulants for the sick; to understand thoroughly the art of ventilation without chilling the patient, both in private houses and hospital-wards, and all that pertains to night, in distinction from day, nursing; to make accurate observations, and report to the physician, the state of secretions, expectoration, pulse, skin, appetite, temperature of the body, intelligence, (as delirium or stupor,) breathing, sleep, condition of wounds, eruptions, formation of matter, effect of diet, or of stimulants, or of medicines, and to learn the management of convalescents.

The teaching will be given by attending and resident physicians and surgeons at the bed-side of the patients, by the superintendent, and by the head-nurses.

The pupils will pass through the different wards, serving and being taught, for one year. They will board and lodge at the home free of expense, and will be paid \$10 (ten dollars) a month for their clothing and personal expenses. This sum is in no manner intended as wages, it being considered that their education during this time will be a full equivalent for their services.

At the expiration of the year they will be promoted to such positions as they may be found capable of holding, with a proportionate increase of salary.

When the full term of two years is ended, the nurses thus trained will be at liberty to choose their own field of labor, whether in hospitals, in private families, or in district-nursing among the poor. On leaving the school they will each receive a certificate of ability and good character, signed by the physicians of the committee and the superintendent. These certificates will require to be renewed at fixed periods, in order to prevent the public from being imposed upon, and to keep up the nurses' interest in the home.

These facts offer important suggestions for those who are endeavoring to provide the best instruction in the centers of population where large numbers recently slaves are now free. It is well known to what a great extent in these places the nursing of children and sick is intrusted to the colored women. All know something of their adaptability and fidelity, when their lack of training is taken into account; some of them have acquired a remarkable amount of practical sagacity; but few have had any such knowledge of their duties as the training above indicated would offer.

CRIME AND IGNORANCE.

These reports from year to year have contained statements concerning the relations between crime and ignorance. The truth contained in the oft-repeated remark "that the prison stands over against the school; that the child who neglects the latter is more than likely to enter the former," cannot be too vividly presented to the mind of the parent, the teacher, the citizen, and the statesman. The reports of this Bureau afford special facilities for collecting the educational facts respecting forty millions of people, and contrasting them with the record of crimes. If these facts are kept, reported, and

generalized with sufficient accuracy and fullness, they will eventually furnish a safe basis for inference. Education, used and applied in its largest sense, renders the industry of the hand and brain more productive, prevents pauperism, crime, and other ills, or affords a means of avoiding them, and of improving the general condition of mankind. According to the method established in human affairs, facts can alone settle the question whether this is or is not the case, and, when recorded and reported on a scale so large, cannot long leave any doubt in the minds of even those who now question or deny the beneficent results claimed for the influence of training.

Some of the valuable facts and opinions presented in the forty-fifth annual report of the inspector of the State penitentiary for the eastern district of Pennsylvania, submitted by the Hon. Richard Vaux, president, are here given place.

It is doubted if in any State, or indeed in any country, forty-four volumes containing the annual statistical tables relating to the populations of a penal institution, covering nearly half a century, can, on examination, be regarded as more complete. Crime, crime-cause, social conditions, individual character, are ascertained, recorded, and treated as constitutional, chronic, or sporadic superinducements to that abnormal moral state in each individual convict, which produced or resulted in crime-punishment.

It is believed no more interesting study can be given to the scientist than the results which are collected in these reports. It will be observed that they touch upon the limits of two generations of people, and exhibit in some degree the effects of that social condition called civilization which has grown up and out of the means adopted for its advancement.

The reports cover a total of 7,828 persons convicted of crime. The average daily cost *per capita* for keeping in 1840 was 23.58 cents; in 1850, 21.71 cents; in 1860, 20 cents; and in 1870, 34 cents. Of the whole number of persons received, 1,585 were illiterate; 1,138 could read only; 5,062 could read and write; and 43 were well educated. Out of 7,609 persons received since 1834, 603 had trades, 1,152 a part of a trade, and 5,854 had no trades. Of the 1,605 prisoners received from 1850 to 1860, 26.35 per cent. were physically diseased, and 17.44 per cent. were mentally diseased. Of the 2,383 received from 1860 to 1870, 17.2 per cent. were physically diseased, and 25.05 per cent. were mentally diseased. Of the 1,291 received from 1870 to 1875, 29.82 per cent. were physically diseased, and 15.3 per cent. were mentally diseased.

These facts divide crime as, first, crimes against persons; and, second, crimes against property. When conducting these inquiries, as auxiliary aids, attention should be directed, the report says—

1. To the age of the convict;
2. To his social relations, parentage, family, business, and habits;
3. To his education, mental, industrial, and moral;
4. To constitutional predispositions and peculiarities, so far as they are inherited or result from the training of his life, and if and how developed;
5. The circumstances surrounding him antecedent to the offense;
6. To the means adopted to prevent and elude detection;
7. The influences of education, as inducing the crime or as agents in its commission;
8. The term for which he was sentenced.

For want of more accurate, expressive, or intelligent designations, it will be found that crime-cause is either chronic, contagious, or constitutional; chronic, as the result of social influences surrounding the man; contagious, as the sudden, unexpected, and undeveloped criminal cause and effect; constitutional, as the consequence of inherited predisposition or tendency to commit acts violative of law; or

- a. Crimes of the passions and temperament;
- b. Crimes of education and training;
- c. Crimes of social negative forces.

* * * * *

That a tendency, predisposition to commit crime, is hereditary, seems hardly to be doubted. It may arise from a lack of moral force to resist it, or that want of moral force may be more apparent from the low mental or physical forces which otherwise would counteract its development. It may be that there are peculiar inherited moral traits, which do not animate the mind to a full comprehension of the motives and actions which are in themselves criminal.

The social condition of persons so constituted has much influence on their conduct. There are undoubtedly powerful physical causes, which operate on the maternal state during pregnancy. It is therefore reasonable to believe that moral causes will produce like effects.

Society has heretofore taken no very deep interest in these questions. They are not attractive to the average mind of the average citizen. Many students of penal, as an element of social science, and many practical men, are now occupying themselves with investigations connected with it. The warning all need is, that as a science it is not to be mastered intuitively; that crude, ill-digested views are to be subjected to the crucial test of long, large, and continued thought and experience; and that the logic of prison statistics, carefully prepared, is more conclusive than deductions from inferences or the expression of general theory, though sustained by general public opinion.

Comparative table exhibiting the various characteristics, &c., of convicts, natives of Pennsylvania, received from 1841 to 1853, a period of twelve years, in comparison with those received from 1854 to 1866, a period of twelve years, a total period of twenty-four years; also, those received from 1867 to 1870, a period of four years, in comparison with those received from 1871 to 1875, a period of four years, a total period of eight years.

Relations, &c.	Received from 1841 to 1853.	Received from 1854 to 1866.	Received from 1867 to 1870.	Received from 1871 to 1875.
Whole number received.....	817	1,314	625	541
COLOR AND SEX.				
White males	572	1,058	430	357
White females	15	40	8	7
Colored males.....	207	198	185	174
Colored females.....	23	18	2	2
AGE.				
Under 21 years	156	359	134	189
21 to 25 years	218	361	183	164
25 years and upward	413	594	308	188
EDUCATIONAL.				
Illiterate.....	164	221	148	165
Read only.....	154	195	115	40
Read and write.....	499	898	422	336
INDUSTRIAL.				
Not bound	576	1,077	533	474
Bound and left.....	154	153	58	42
Bound and served till 21 years of age	87	84	34	25
PARENTAL.				
Parents dead	253	337	218	168
Parents living	208	432	164	193
Mother living.....	272	350	193	94
Father living	84	192	50	86
CRIMES.				
Against property	653	1,109	514	444
Against persons.....	164	205	111	97

Table exhibiting the various characteristics, &c., of the unapprenticed prisoners received into the Eastern State Penitentiary from 1850 to 1859, inclusive, and also those received from 1860 to 1869.

	FROM 1850 TO 1859, INCLUSIVE.					
	Illiterate.		Read only.		Read and write.	
	Average age.	Number.	Average age.	Number.	Average age.	Number.
Number received	27	208	27.4	197	27.9	812
Adults.....	31.5	136	30.7	142	30.3	645
Minors.....	18.6	72	18.6	55	19	167
Convicted of crimes against property	27.5	154	27.1	143	27.7	691
Convicted of crimes against persons	25.5	54	23.1	54	23.9	121

During the above period the whole number of prisoners received into the penitentiary was 1,605, of which 243, or 15.14 per cent., were illiterate; 247, or 15.39 per cent., read only; 1,115, or 69.47 per cent., could read and write; and 1,217, or 75.82 per cent., were unapprenticed.

	FROM 1860 TO 1869, INCLUSIVE.					
	Illiterate.		Read only.		Read and write.	
	Average age.	Number.	Average age.	Number.	Average age.	Number.
Number received	26.7	366	26.8	253	27.3	1,331
Adults.....	30.6	250	30.2	183	29.6	1,042
Minors.....	18.2	116	18	70	18.7	289
Convicted of crimes against property	26	290	26.3	209	27	1,131
Convicted of crimes against persons	23.1	76	23.5	44	29	200

During the above decade the whole number of prisoners received into the penitentiary was 2,383, of which 410, or 17.21 per cent., were illiterate; 296, or 12.42 per cent., read only; 1,677, or 70.37 per cent., could read and write; and 1,950, or 81.83 per cent., were unapprenticed.

Table showing the means of obtaining education of 626 convicts, the whole number in the penitentiary during the year 1867, viz, who attended public or private schools, and likewise those who never went to school, and the crimes committed by each class.

Crimes of 626 convicts in confinement during the year 1867.			
	Public schools.	Private schools.	Never went to school.
Murder	21	9	8
Robbery.....	30	6	3
Rape	8	2	1
Arson	13	10	1
Burglary	63	16	12
Forgery	13	8	.....
Horse-stealing.....	37	10	5
Attempt at burglary	5	1	1
Conspiracy	1	2	.....
Assault and battery.....	3	3	.....
Attempt to rob.....	3	.....	1
Manslaughter	6	3	3
Assault and battery with intent to commit rape	10	3	6
Receiving stolen goods	2	.....	.....
Attempt at felony.....	5	3	1
Passing counterfeit money	8	9	2
Misdemeanor.....	2	2	.....
Incestuous fornication and bastardy.....	1	.....	.....
Attempt at larceny.....	4	3	1
Perjury .....	.....	1	.....
Keeping bawdy-house	1	.....	.....
Assault and battery with intent to kill.....	7	3	1
Producing abortion	1	.....	.....
Breaking prison.....	2	2	.....
Adultery.....	1	.....	.....
Bigamy	1	.....	1
False pretenses.....	1	1	.....
Counterfeiting	1	1	.....
Concealing death of bastard child	2	.....	1
Larceny.....	138	60	29
Safe-keeping .....	.....	1	.....
Total.....	380	159	77
	or 62.30	or 25.40	or 12.30
	per cent.	per cent.	per cent.

Average age on leaving public schools, 13 years, 7 months. Average age on leaving private schools, 15 years, 1 month.

From these figures we learn that 62.30 per cent., or about five-eighths of the whole number, (626,) attended the public institutions of the State; 25.40 per cent., or a little over two-eighths, private seminaries; and that 12.30 per cent., or one-eighth, never went to school at all.

The whole number of persons received since the admission of the first prisoner, on October 25, 1829, to December 31, 1874, is 7,828, viz :

White.	Number.	Per cent.	Colored.	Number.	Per cent.
Males	6,083	77.71	Males	1,386	17.71
Females.....	216	2.76	Females.....	143	1.82
Total.....	6,299	80.47	Total.....	1,529	19.53

Sex.

Minors.	Number.	Per cent.	Adults.	Number.	Per cent.
White males	1,091	13.94	White males	4,990	63.05
White females.....	60	.77	White females	156	1.99
Mulatto males.....	157	2.01	Mulatto males	398	5.80
Mulatto females.....	26	.45	Mulatto females.....	38	.48
Black males	209	2.67	Black males	624	7.97
Black females	33	.42	Black females.....	36	1.45
Total.....	1,586	20.26	Total.....	6,242	79.74

Age.

	Number.	Per cent.		Number.	Per cent.
Under 18.....	353	4.51	40 to 45.....	392	5.01
18 to 21.....	1,231	15.73	45 to 50.....	313	3.99
21 to 25.....	1,977	25.26	50 to 60.....	293	3.74
25 to 30.....	1,628	20.80	60 to 70.....	103	1.33
30 to 35.....	869	11.10	70 to 80.....	13	.17
35 to 40.....	650	8.35	80 to 90.....	1	.01
Total.....	6,713	85.75	Total.....	1,115	14.25

Social relations.

Parental.	Number.	Per cent.	Conjugal.	Number.	Per cent.
Parents dead.....	2,533	32.36	Unmarried	4,500	57.48
Parents living	2,376	30.35	Married	2,844	36.83
Mother living	1,968	25.14	Separated	90	1.15
Father living	951	12.15	Widowers.....	348	4.45
Total.....	7,828	100.00	Widows.....	46	.59
			Total.....	7,828	100.00

Educational and moral relations.

Educational.	Number.	Per cent.	Habits.	Number.	Per cent.
Illiterate.....	1,585	20.25	Abstainers.....	1,800	23.11
Read only	1,138	14.54	Moderate drinkers	3,296	40.96
Read and write.....	5,063	64.67	Sometimes intoxicated.....	1,295	16.54
Well instructed	42	.54	Often intoxicated	1,518	19.39
Total.....	7,828	100.00	Total.....	7,828	100.00

	Number.	Per cent.
Whole number of crimes against property.....	6, 473	82. 70
Whole number of crimes against persons	1, 335	17. 30
Total	7, 823	100. 00

The following table will show the time served by the 5,886 different individual convicts who have been discharged from the penitentiary, with the number reconvicted of the different classes:

Time served.	Discharged.	Reconvicted.	Per cent.
Under one year.....	814	52	6. 38
One to two years	2, 296	195	8. 49
Two to three years	1, 329	172	12. 94
Three to four years.....	820	110	13. 41
Four to five years	278	28	10. 07
Five to six years	160	27	16. 87
Six to seven years.....	78	11	14. 10
Seven to eight years	40	5	12. 50
Eight to nine years.....	25	3	12. 00
Nine to ten years.....	10	1	10. 00
Ten years and upward	36	1	2. 78
Total.....	5, 886	605	11. 98

EDUCATION vs. CRIME.—Statement exhibiting the education of convicts received each year, convicted of crimes against property and crimes against persons, thus presenting in a tabular view the changing educational as well as criminal relations of convicts received each year into the Eastern State Penitentiary.

Years.	Convicted of crimes against property.							
	Illiterate.		Read only.		Read and write.		Total convicts against property.	
	No.	Per cent.	No.	Per cent.	No.	Per cent.	No.	Per cent.
1829.....	.....	.....	3	33.33	6	66.67	9	100
1830.....	9	18.37	9	18.07	21	42.86	39	79.60
1831.....	7	14	7	14	28	56	42	84
1832.....	6	17.65	9	26.47	13	38.24	28	82.36
1833.....	17	22.08	15	19.48	38	49.35	70	90.91
1834.....	17	14.40	22	18.65	66	55.93	105	88.98
1835.....	64	29.49	48	22.12	87	40.09	199	91.70
1836.....	35	24.47	31	21.68	61	42.66	127	88.21
1837.....	46	28.57	33	20.50	67	41.61	146	90.68
1838.....	54	30.33	34	19.10	69	38.77	157	88.20
1839.....	54	30.17	45	25.14	69	38.55	168	93.86
1840.....	39	28.06	24	17.27	58	41.72	121	87.05
1841.....	26	20.63	24	19.05	58	46.03	108	85.71
1842.....	29	20.42	25	17.61	71	59	125	88.03
1843.....	31	19.87	25	16.03	86	55.13	142	91.03
1844.....	31	22.47	25	18.11	63	45.65	119	86.23
1845.....	15	10.49	29	20.23	62	43.35	106	74.12
1846.....	14	11.97	13	11.11	69	58.98	96	82.05
1847.....	23	18.55	11	8.87	58	46.77	92	74.19
1848.....	20	16.53	11	9.09	68	56.20	99	81.22
1849.....	19	14.84	14	10.94	61	47.66	94	73.44
1850.....	11	7.33	18	12	72	48	101	67.33
1851.....	14	9.52	20	13.61	85	57.82	119	80.95
1852.....	13	10.32	13	10.32	69	54.76	95	75.40
1853.....	12	10.26	9	7.69	70	52.83	91	77.78
1854.....	14	11.22	15	12.10	72	58.06	101	81.45
1855.....	6	4.11	12	8.22	105	71.91	123	84.24
1856.....	16	10.96	10	6.85	96	65.75	122	83.56
1857.....	38	16.03	37	15.61	136	57.39	211	89.03
1858.....	29	14.01	25	12.08	122	58.93	176	85.02
1859.....	25	12.19	19	9.27	123	60	167	81.46
1860.....	33	12.74	29	11.20	152	53.68	214	82.62
1861.....	28	15.38	24	13.19	94	51.65	146	80.92
1862.....	18	13.33	22	16.30	64	47.41	104	77.04
1863.....	18	9.83	22	12.02	103	56.30	143	78.15
1864.....	21	14	11	7.33	81	54	113	75.33
1865.....	41	15.95	26	10.12	161	62.65	228	88.72
1866.....	42	11.54	35	9.61	246	67.53	323	88.74
1867.....	48	16.49	19	6.53	173	59.45	240	82.47
1868.....	33	13.04	23	9.09	162	64.03	218	86.16
1869.....	37	11.98	36	11.65	124	59.54	257	83.17
1870.....	44	13.97	20	6.35	181	57.46	245	77.78
1871.....	49	16.67	8	3.33	137	57.08	185	77.08
1872.....	36	15.49	11	4.87	113	50	159	70.36
1873.....	36	15.52	1	.43	148	63.79	185	79.74
1874.....	41	14.75	.....	.....	175	62.95	216	77.79
Total.....	1,250	15.97	922	11.78	4,303	54.97	6,475	82.73

CXVIII REPORT OF THE COMMISSIONER OF EDUCATION.

EDUCATION vs. CRIME.—Statement exhibiting the education of convicts, &c.—Cont'd.

Years.	Convicted of crimes against persons.								Whole number received each year.
	Illiterate.		Read only.		Read and write.		Total convicts against persons.		
	No.	Per cent.	No.	Per cent.	No.	Per cent.	No.	Per cent.	
1829.....									
1830.....			4	8.16	6	12.24	10	20.40	49
1831.....	4	8	3	6	1	2	8	16	50
1832.....			3	8.82	3	8.82	6	17.64	34
1833.....	2	2.60	3	3.89	2	2.60	7	9.09	77
1834.....	4	3.39	4	3.39	5	4.24	13	11.02	118
1835.....	5	2.30	7	3.23	6	2.77	18	8.30	217
1836.....	7	4.90	5	3.49	4	2.80	16	11.19	143
1837.....	4	2.49	4	2.49	7	4.34	15	9.32	161
1838.....	11	6.18	4	2.25	6	3.37	21	11.80	173
1839.....	3	1.67	2	1.12	6	3.35	11	6.14	179
1840.....	6	4.32	3	2.16	9	6.47	18	12.95	139
1841.....	6	4.76	1	.80	11	8.73	18	14.29	126
1842.....	4	2.82	4	2.82	9	6.33	17	11.97	142
1843.....	3	1.92	3	1.92	8	5.13	14	8.97	156
1844.....	2	1.45	2	1.45	15	10.87	19	13.77	133
1845.....	9	6.30	5	3.50	23	16.08	37	25.88	143
1846.....	6	5.13	6	5.13	9	7.69	21	17.95	117
1847.....	6	4.84	3	2.42	23	18.55	32	25.81	124
1848.....	4	3.30	9	7.44	9	7.44	22	18.18	121
1849.....	7	5.47	9	7.03	18	14.06	34	26.56	123
1850.....	19	12.67	11	7.33	19	12.67	49	32.67	150
1851.....	3	2.04	10	6.80	15	10.21	28	19.05	147
1852.....	5	3.97	8	6.35	18	14.28	31	24.60	126
1853.....	5	4.27	5	4.27	16	13.63	26	22.22	117
1854.....	3	2.42	6	4.84	14	11.29	23	18.55	124
1855.....	5	3.43	5	3.43	13	8.90	23	15.76	146
1856.....	4	2.74	5	3.43	15	10.27	24	16.44	146
1857.....	6	2.53	4	1.69	16	6.75	23	10.97	237
1858.....	7	3.38	2	.97	22	10.63	31	14.98	207
1859.....	8	3.90	13	6.34	17	8.30	38	18.54	205
1860.....	8	3.09	8	3.09	29	11.20	45	17.38	259
1861.....	6	3.30	2	1.10	23	15.38	36	19.78	182
1862.....	8	5.93	7	5.18	16	11.85	31	22.96	135
1863.....	8	4.37	5	2.73	27	14.75	40	21.85	183
1864.....	7	4.67	10	6.67	20	13.23	37	24.67	150
1865.....	8	3.11	3	1.17	18	7	29	11.28	257
1866.....	10	2.75	3	.82	28	7.69	41	11.26	367
1867.....	14	4.81	5	1.72	32	11	51	17.53	291
1868.....	8	3.16	3	1.19	24	9.49	35	13.84	253
1869.....	14	4.53	3	.97	35	11.33	52	16.83	309
1870.....	18	5.71	10	3.18	42	13.33	70	22.22	315
1871.....	14	5.84	2	.83	39	16.25	55	22.92	240
1872.....	19	8.41	2	.88	46	20.35	67	29.64	226
1873.....	14	6.03			33	14.23	47	20.27	232
1874.....	21	7.91			41	14.75	62	22.30	278
Total.....	335	4.28	216	2.76	802	10.24	1,353	17.28	7,828

Dr. Elisha Harris, of New York City, so well known for his labors in sanitary science, assisted by Mr. R. T. Dugdale, has been conducting, during the past year, an investigation into the history of a family in the interior of the State of New York whose record is worthy of the grave attention of students in social science. An account of this case will be found in the Thirtieth Annual Report of the Prison Association of New York. The subject of the investigation is known as "Margaret, the mother of criminals." It is painful to be forced to realize the suffering and crime which have in this

* A letter from Dr. Elisha Harris to this Office, transmitting an abstract of Mr. Dugdale's report to the Prison Association, contains the following statement:

The fact that six generations of debased womanhood and manhood, from parentage already so degenerate and abandoned in habits and social state that the community in a wealthy county allowed the first and each succeeding generation of the children to be lost because so degenerate, at last have been traced and described as a conspicuous stock of criminals, vagabonds, and paupers, is certainly natural. It is simply the record of biological sequences. The connection of events has been traced from the present inmates of prisons, jails, and reformatories, and paupers in a particular district, back to a characteristic parentage; and, by a retrogressive search through six generations, Mr. Dugdale, who undertook this task, completed the records which you have mentioned under the syncretical title "the Mother of Criminals."

In the year 1871, the writer reported, concerning the county in which these events have occurred, that the relationships of pauperism and vice to crime and disorder will not escape inquiry by the Prison Association's committee. Fortunately Mr. Dugdale, a most capable and exact inquirer, found this trail of debased lineage while searching out sources of a monstrous group of criminals and vicious youth last year. It is sufficient that the writer assures you that a more rigorous and trustworthy student of facts and human character than Mr. Dugdale has rarely if ever searched among the sources of crime and pauperism. His official report being a lengthy one, embodying a great amount of grouped statistics, it becomes necessary to respond to your requests by the following brief abstracts, derived from that report, in the form of answers to the essential questions concerning which you now ask for information. As you seek to illustrate the public duty of universal and adequate education and disciplinary training, these facts from actual experience will show that it is at an enormous risk to the peace, the public economy, and the interests of morality in any community that vagrant and vicious children are permitted to grow up into an abandoned and degraded maturity, either to be paupers or criminals, and to entail their own likeness upon successive generations.

From these questions and answers the following are extracted:

Question 6. What number of sisters and half-sisters, by same family name, do you find in the first generation of the unfortunate group of sisters, and were they alike socially abandoned?

Answer. Margaret is reported to have had five sisters. The parentage of these sisters has not been absolutely ascertained. The probability is that they were not all of them full sisters; that some, if not all of them, were illegitimate, and the family name, in two cases, is obscure, which accords with the supposition that at least two of the women were half-sisters to the other four, the legitimate daughters bearing a family name, the illegitimate keeping either the mother's name or adopting that of the reputed father. Five of these women in the first generation were married; the sixth one it has been impossible to trace, for she moved out of the county.

Question 8. What number of persons and what classification does your latest analysis of the first catalogue of the descendants of these girls give?

Answer. In my first catalogue, which forms the basis of my report to the Prison Association of New York, there are 540 persons of the blood of the five sisters who were the mothers of this stock, and 169 persons who intermarried with them. Many of these latter, however, were blood-relations in the male lines of descent. Since that report was prepared for the press, 125 more names, with more or less complete histories, have been gathered, and the probabilities are that, were all the collateral branches traced, not less than 1,200 persons would form the full lineage of these six women.

Question 11. What statistical statement will correctly express the comparative ratios of pauperism or of criminality in this unfortunate group as compared with the total population of the State as shown by the last census?

Answer. In the State at large the almshouse-pauperism amounts to .0126 per cent.: in the family it is .0903 per cent., being almost seven times more. The number of criminals in the State at large, counting those who are in prison and those who are not, is less than 1 per cent. of the total population, the exact figures being .008 per cent. In this family it is more than 10 per cent.; but, if we take only the descendants of the illegitimate branch of Margaret, we get .2377 per cent., or nearly thirty times more than in the general community.

In reply to the question as to the traditional characteristics of the family, Mr. Dugdale states that "the forms of crime among the earlier members were violence to women, murder, and predatory excursions among the neighboring farmers. The same forms of crime are reproduced to-day." Among the women of the family in all the generations, licentiousness, to the extent of 50 per cent. of the whole number, has been a constant feature.

In the case of the entire reformation of three of the men, (two of them in the fifth generation from Margaret,) who had committed many offenses, and had received an aggregate of fourteen years' imprisonment, Mr. Dugdale considers the fact that their reformation took place before the thirty-third year of their age as one of great significance, because "it is in accordance with the law of the development of mind accompanying the growth of the brain and nervous system;" and he argues from that, in relation to the importance of efforts to train and reform youth, as follows:

Now, the judgment and the will are not fully organized till between the thirtieth and thirty-fifth year, and as this is the case it is easy to understand that a boy, who is a petty thief at eighteen or twenty, may outgrow his habits of theft as he grows older, simply because the natural tendency of the development of the brain organizes an experience which teaches that honesty is most advantageous. Before the age of full maturity is reached, say the thirty-third year, the growth of the mind is an agent spontaneously working for reformation; therefore any system of reformatory discipline and education which does not save a large proportion, at least 50 per cent., of its offenders under twenty years of age, is an administrative monstrosity, and should not be allowed to shield itself from the charge of culpable incompetence on the plea that crime is hereditary and therefore incurable. It must be distinctly accepted that the moral nature—which really means the holding of the emotions and passions under the dominion of the judgment by the exercise of will—is the last developed of the elements of character,

case resulted to individuals and to society from leaving one child in neglect and ignorance. Because the proper training of one child was not secured, the descendants of the respectable neighbors of that child have been compelled to endure the depredations, and support in almshouses and prisons, scores of her descendants for six generations. The facts are unquestioned, the individuals known, and the details have been published to the world.

But amidst the social evils which grow with society, it is becoming a fashion in some quarters to assail some or all of the well-established methods and principles of education and to declare our whole system a failure.*

This spirit of indiscriminate assault or detraction being just now so rife in the field of education, the educator must neither trust to the reasonableness of his belief nor to the generally favorable impression our educational methods produce upon the public judgment. He must show these iconoclasts the evils of ignorance. It is better that they should be horrified with the results of their efforts to pervert or destroy education rather than that the whole people should perish for lack of knowledge. Dr. Harris and Mr. Dugdale have indeed found a strong case; the facts show how a single neglected child may destroy both the virtues and wealth of a community. Would communities protect the virtue of their children, their persons from murder, their property from theft, or their wealth from consuming tax to support paupers and criminals, they must provide a scheme of education that will not allow a single youth to escape its influences. This is the law of self-preservation as well as the rule of economy.

and for this reason, is most modifiable by the nature of the environment. This being established, it is easy to understand the doctrine of the interchangeableness of careers in the same individual at different periods of life, as I have more fully elaborated in the report, and explains why numerous offenders become reformed, not in consequence of our prisons, but in spite of them.

The most conspicuous and uniformly noticeable trait of the true criminal is that he seems to lack the element of continuity of effort. Steady, plodding work, which is the characteristic not only of honest and successful individuals, but also of all nations that have made a mark in history, is deficient in him, and needs to be organized as a constituent of his character; thus the pre-eminent necessity of a thorough industrial training for these children who have just been sent to the reformatory. Their tendency to sexual precociousness will be checked by labor, their physiological development will become more firm and healthy, and the habit of perseverance, which is such a large factor in good conduct, will be organized so as to become automatic in its action, and for this reason voluntary. The direction of least resistance then will be the path of honest industry, and with this conviction as an accepted rule of conduct and the practice of it as an organized habit, reformation is secured permanently.

*Freeman, in his *History of Federal Government*, vol. i, p. 112, says: "At all events, the American Union has actually secured, for what is really a long period of time, a greater amount of combined peace and freedom than was ever before enjoyed by so large a portion of the earth's surface. There have been, and still are, vaster despotic empires, but never before has so large an inhabited territory remained for more than seventy years in the enjoyment at once of internal freedom and of exemption from the scourge of internal war."

TABLE XXIV.—SUMMARY OF SCHOOLS FOR THE FEEBLE-MINDED.

Table XXIV of the appendix presents statistics of schools for the instruction of feeble-minded youth, of which the following is a summary:

Statistical summary of schools for the instruction of the feeble-minded.

Name.	Number of instructors and other employes.	Number of inmates.			Total number of inmates since opening.	Income.	Expenditure.
		Male.	Female.	Total.			
1. Connecticut School for Imbeciles	12	45	34	79	164	.....	.....
2. Illinois Institution for the Education of Feeble-Minded Children	24	66	37	103	254	\$24,500	\$24,500
3. Kentucky Institution for the Education of Feeble-Minded Children	14	50	49	99	213	*7,500	.....
4. Private Institution for the Education of Feeble-Minded Youth, (Barre, Mass.)	50	52	23	75	190	.....	40,000
5. Massachusetts School for Idiotic and Feeble-Minded Youth	16	71	47	118	530	22,669	23,645
6. Hillside School for Backward and Peculiar Children, (Massachusetts)	8	5	3	8	14	.....	.....
7. New York Asylum for Idiots	49	110	89	199	691	41,186	40,962
8. Ohio State Asylum for Idiots	74	217	143	360	614	70,283	63,433
9. Pennsylvania Training-School for Feeble-Minded Children	65	123	101	224	733	50,698	63,594
Total	312	739	526	1,265	3,403	226,036	256,134

* Also \$150 *per capita* allowance by the State.

TABLE XXV.—BENEFACTIONS.

This table should be studied in contrast with the corresponding table for the year 1873, an abstract of which is given below. It should be observed that this report embraces only those benefactions of which the Office has authentic information. The total amount of money bestowed during the year by private individuals alone must considerably exceed what is here stated.

Statistical summary of benefactions, by institutions, for 1874.

Institutions.	Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships and prizes.	Aid for indigent students.	Library and museum.	Object not specified.
Universities and colleges...	\$1,845,354	\$1,222,992	\$373,329	\$112,009	\$26,035	\$33,525	\$9,120	\$63,343
Schools of science.....	481,804	174,327	290,676	.....	11,416	3,825	500	1,000
Schools of theology.....	1,111,629	603,527	292,893	.....	13,750	2,959	40,500	153,000
Schools of medicine.....	44,531	18,500	10,750	10,000	500	500	.....	4,281
Institutions for the superior instruction of women....	241,420	207,300	20,500	.....	500	.....	9,120	4,000
Preparatory schools.....	723,040	547,600	71,335	.....	1,330	66,650	35,125	1,000
Institutions for secondary instruction.....	272,281	151,461	82,324	.....	1,310	10,500	1,355	25,631
Libraries.....	75,422	40,790	.....	.....	.....	.....	34,632	.....
Institutions for the deaf and dumb.....	7,323	3,053	1,000	.....	.....	.....	.....	3,270
Miscellaneous.....	1,250,500	1,150,500	100,000	.....	.....	.....	.....	.....
Total.....	6,053,304	4,120,050	1,242,807	122,000	54,841	117,719	130,362	265,525

Statistical summary of benefactions, by institutions, for 1873.

Institutions.	Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships and prizes.	Library and museum.
Colleges.....	\$8,238,141	\$6,075,325	\$1,272,902	\$573,575	\$244,295	\$67,044
Schools of science.....	780,658	521,112	178,681	65,600	14,765	500
Schools of theology.....	619,801	219,258	33,200	340,000	23,843	500
Medical colleges, &c.....	72,600	66,100	6,000	.....	1,000	5,500
Institutions for the superior instruction of women.....	252,005	221,425	11,500	2,500	16,000	580
Secondary instruction.....	575,241	357,606	209,825	.....	7,500	250
Libraries.....	379,011	183,011	150,000	.....	.....	41,000
Museums of natural history....	131,680	.....	.....	.....	.....	131,680
Deaf and dumb.....	4,000	3,500	.....	.....	.....	500
Blind.....	15,000	.....	15,000	.....	.....	.....
Peabody fund.....	135,840	135,840	.....	.....	.....	.....
Miscellaneous.....	17,000	17,000	.....	.....	.....	.....
Total.....	11,226,977	7,805,177	1,877,163	936,675	310,403	247,551

The following is a summary of the benefactions to the several classes of institutions by States. None are reported from Alabama, Arkansas, Kansas, and Nevada:

Statistical summary of benefactions, by States.

States and Territories.	Total.	Universities and colleges.	Schools of science.	Schools of theology.	Schools of medicine.
Alabama.....					
Arkansas.....					
California.....	\$63,571	\$34,600			\$3,000
Connecticut.....	158,081				
Delaware.....	6,000				
Florida.....	1,600				
Georgia.....	63,452	36,202	\$27,000		
Illinois.....	157,851	86,465		\$55,450	
Indiana.....	602,250	189,750	211,000		11,000
Iowa.....	137,845	119,745		1,200	
Kansas.....					
Kentucky.....	4,314	1,669			
Louisiana.....	41,400	40,000			
Maine.....	69,313		500	2,000	
Maryland.....	46,875	1,000	1,000	40,000	
Massachusetts.....	1,029,815	99,850		270,000	15,000
Michigan.....	64,883	43,383			
Minnesota.....	1,635	1,510			
Mississippi.....	10,920	10,000			
Missouri.....	79,548	72,607		3,000	1,281
Nebraska.....	26,800	26,800			
Nevada.....					
New Hampshire.....	72,920	14,000	3,000		
New Jersey.....	216,850	60,000	30,600	94,100	
New York.....	1,933,581	380,626		471,416	9,506
North Carolina.....	20,600	13,600		7,000	
Ohio.....	344,792	133,700	107,500	30,550	
Oregon.....	8,945	5,445			
Pennsylvania.....	167,793	132,850		2,663	4,650
Rhode Island.....	32,925	30,225			
South Carolina.....	117,000	15,000		100,000	
Tennessee.....	253,289	237,100		10,000	
Texas.....	40,370	30,000			100
Vermont.....	24,280	500			
Virginia.....	137,007	10,000	101,204	11,250	
West Virginia.....	1,000	200			
Wisconsin.....	40,197	12,776			
Colorado.....	3,600				
District of Columbia.....	10,900	900		10,000	
Utah.....	1,801				
Total.....	6,053,304	1,845,354	481,804	1,111,629	44,531

Statistical summary of benefactions, by States—Concluded.

States and Territories.	Institutions for the superior instruction of women.	Preparatory schools.	Institutions for secondary instruction.	Libraries.	Institutions for the deaf and dumb.	Miscellaneous.
Alabama.....						
Arkansas.....						
California.....		\$25	\$11,420	\$15,126		
Connecticut.....		21,600	35,200	1,221		\$100,000
Delaware.....			6,000			
Florida.....			1,600			
Georgia.....	\$250					
Illinois.....	5,000		10,361	75		500
Indiana.....	100,000		500			150,000
Iowa.....			16,000	900		
Kansas.....						
Kentucky.....	3,000		254			
Louisiana.....			1,400			
Maine.....	16,000	50,500	150	163		
Maryland.....			3,000	875	\$1,000	
Massachusetts.....	5,500	609,790	8,650	21,025		
Michigan.....	20,000		1,500			
Minnesota.....				125		
Mississippi.....	120		800			
Missouri.....	2,100		500			
Nebraska.....						
Nevada.....						
New Hampshire.....	5,000	37,650	8,630	4,640		
New Jersey.....		100	31,700	350		
New York.....	2,500	75	55,855	9,839	3,770	1,000,000
North Carolina.....						
Ohio.....	62,300		9,500	1,152		
Oregon.....			3,500			
Pennsylvania.....	1,000		7,450	8,180	2,000	
Rhode Island.....		1,300		1,400		
South Carolina.....	2,000					
Tennessee.....	50		6,130			
Texas.....	1,600		20	8,650		
Vermont.....		2,000	21,500	230		
Virginia.....			14,000		553	
West Virginia.....			800			
Wisconsin.....	15,000		11,000	1,421		
Colorado.....			3,000			
District of Columbia.....						
Utah.....			1,801			
Total.....	241,420	723,040	272,281	75,422	7,323	1,250,500

TABLE XXVI.—*Summary of the number of educational publications.*

Number of firms in—		Number of books on—	
California	3	Art	39
Connecticut	6	Biography	69
Illinois	7	Education	142
Indiana	1	Geography and travels	38
Iowa	2	History	99
Kentucky	1	Law	74
Maine	2	Logic and metaphysics	12
Maryland	1	Mathematics	24
Massachusetts	29	Mechanics	25
Missouri	2	Medicine	70
New York	80	Natural sciences	77
Ohio	10	Philology and translations	35
Pennsylvania	31	Political economy and social science ..	21
Tennessee	1	Theology and religion	100
Virginia	1	Miscellaneous	9
Wisconsin	1		
District of Columbia	3	Total	834
Total	181		

TABLE XXVII.—*Patents for improvements in school-furniture.*

From California	2	From New Jersey	2
Delaware	1	New York	22
Illinois	2	North Carolina	1
Indiana	6	Ohio	3
Kansas	1	Oregon	1
Kentucky	1	Pennsylvania	8
Maine	2	South Carolina	1
Massachusetts	8	West Virginia	1
Michigan	1		
Missouri	2	Total	65
Improvements in alphabet-block	1		
alphabet-case	1		
toy-block for object-teaching	1		
syllabication of words	1		
adding-machines	3		
apparatus for teaching arithmetic	1		
means for teaching fractions	1		
arithmetical frame	1		
apparatus for teaching geography	1		
apparatus for teaching in schools	1		
dissected maps	1		
map-exhibiter	1		
map-exhibiter and cabinet	1		
apparatus for teaching music	1		
device for teaching music-transposition	1		
drawing-tablets for children	1		
drawing-boards, tables, &c	4		
blackboards	4		
music-blackboards	1		
composition for blackboards	1		

TABLE XXVII.—*Patents for improvements in school furniture—Concluded.*

Improvements in slates, slate-frames, &c.....	4
slate and blackboard rubbers	6
combined ruler and blotter	2
rulers.....	4
marking-pens	1
pen-wipers.....	1
school desks and seats	8
desk-covers	1
school-furniture	1
writing-desks	1
window-ventilators.....	4
means for ventilating buildings	3
means for cooling and ventilating buildings	1
Total	65

ASSOCIATIONS FOR EDUCATIONAL WORK.

The activity of voluntary associations for the advancement of education in our country is increasing.

In addition to the opportunity they afford for extending to teachers a knowledge of improved methods, and of giving to teachers and school-officers the stimulus of association, as well as the increased confidence which consciousness of the sympathy and co-operation of other workers in the same field always gives, they are of value in affording the means of forwarding such measures of public policy as their members deem useful or advisable.

School officers and teachers everywhere constitute an intelligent corps of observation, and are more and more felt to be a positive force in the body politic.

The meetings of teachers' institutes and of educational conventions attract increasing attention from the public, and are more fully reported by the press. At these meetings, discussions of all educational questions, and of questions of social science, are held, and the public naturally looks to them for information upon these and kindred topics. The teacher must represent the higher life of his day and generation; to do this he must extend his associations beyond the school-room.*

ZOOLOGICAL COLLECTIONS FOR EDUCATIONAL PURPOSES.

To those living on farms, or in villages, the common animals, trees, and plants are familiar objects, but children confined to the streets of cities grow up in almost total ignorance of native domestic animals; while as to any practical knowledge of the wonders of animal life throughout the globe, the generally unsatisfactory collections of the traveling menagerie have been in the United States the chief source of instruction, though a few private collections of merit have been maintained in different cities.

*As an illustration of the activity of teachers and school-officers in promoting special means of culture, the following abstract of the constitution of the St. Louis Art Society is given:

Article I.—Section 1 provides for the election of officers; Sec. 2, for a board of managers, to consist of the officers of the society and officers of the Public School Library; Sec. 3, for meetings of the society and payment of bills; Sec. 4, for the secretary to keep records and collect dues; Sec. 5, for the treasurer to keep and pay out the funds of the society; Sec. 6 vests the board of managers with disbursement of funds and authority to employ a curator for the collection of works of art; and to arrange meetings, business, by-laws, etc.

Article II.—Provides specially for meetings in January, April, September, and November, yearly.

Article III.—Specifies conditions of membership; and annual fee of five dollars.

Article IV.—Amendment of constitution.

A somewhat similar and very successful organization has been effected in Manchester, N. H. Books and works of art are collected, and discussions held to great advantage.

In most of the principal cities of Europe, the people have at hand in the public collections of animals, and in the botanic gardens, such as the Jardin des Plantes, in Paris, the Zoological Garden, in London, and the Botanic Gardens, at Kew, opportunities of seeing all animals as nearly in their natural habitats as possible, while in the botanic gardens the native conditions of the various plants and trees are carefully provided.

The attention of many thoughtful persons in our own country has been drawn to the advisability of securing similar collections in the vicinity of our large cities, and of organizing natural-history societies, collections, and museums.

An important beginning has been made in Central Park, New York City. The collections, visited as they are by the pupils of the schools, have been a source of pleasure and instruction.

In Philadelphia, a zoological society has been organized. Its management is in the hands of some of her most worthy citizens, and has the confidence of the public. Its third annual report shows an income of \$175,000. Suitable grounds have been secured in Fairmount Park. A portion of the buildings have been finished on the most approved plans, and an excellent beginning made in the way of collections.

Hon. John A. Peaslee, superintendent of schools for Cincinnati, writes that extensive grounds have been secured there for gardens, and a few animals procured by the zoological society of that city. It is hoped that buildings will be completed during the coming year.

EDUCATION AT THE CENTENNIAL.

This subject has necessarily required a large amount of attention in the Office during the year. Many questions respecting it have arisen. I have generally replied by communicating the action of the department of superintendence of the National Educational Association at a meeting held in January, 1874,* and by expressing my desire that the Centennial should be altogether a school of patriotism, illustrating the excellencies of the American system of government by the people, for the people, and that education, as the primary cause of these excellencies, should be fully represented, inviting, at the same time, from all interested, any suggestions with a view to the adoption of some adequate and satisfactory plan for the presentation of these interests. In the reports of this Office for 1871, 1872, and 1873, attention was called to this subject.

The first important step will be the final revision of the classification by the Centennial Commission. When this has been published, it is hoped that the educators of the country will be ready to agree upon some uniform plan, and at the same time provide for the representation by States and cities, and by separate institutions of learning. If no special provision is made by Congress to enable this Bureau to participate in the preparation, the necessary correspondence cannot be carried on without great detriment to its regular work, and in that case the Office can only attempt the presentation of such brief historical summaries as may come clearly in the line of its regular publications. These are fortunately made upon a method which may be indefinitely extended in any historical representation. They embrace: (1) school-systems of States and Territories; (2) school-statistics of cities; (3) statistics of normal schools; (4) commercial and business colleges; (5) schools for secondary instruction; (6) preparatory schools; (7) schools for the superior instruction of women; (8) universities

* At this meeting, January 29 and 30, 1874, the Committee on the Centennial made a report, which was accepted. This report contained the following recommendations:

(1.) That each State and Territory be invited to prepare a representation of its educational condition for the Centennial.

(2.) That each State and Territory also be invited to prepare a historical record of its educational progress for the same purpose.

(3.) That each city be invited to act with the State authorities in preparing such records, and that it present an exhibit of its own educational growth and condition.

(4.) That each educational institution be invited to participate in the same way.

(5.) That a census be taken in 1875. That the Commissioner of Education be requested, on behalf of the educators of this country, to correspond with the prominent educators of the world and invite their co-operation in the matter of the Centennial.

(6.) That an international educational congress be held in connection with the Centennial.

and colleges; (9) schools of science; (10) schools of theology; (11) schools of law; (12) schools of medicine, of dentistry, and of pharmacy; (13) educational degrees conferred; (14) libraries; (15) museums of natural history; (16) museums of art; (17) schools for the education of the deaf and dumb; (18) for the education of the blind; (19) education in connection with orphan-asylums; (20) in connection with reform schools; (21) schools for the feeble-minded; (22) educational benefactions; (23) educational publications; (24) Kindergärten; (25) art-education, both industrial and in the fine arts; (26) educational associations and institutes; (27) improvements in school architecture and furniture; (28) education and its relation as increasing the skill of labor; (29) education as preventing pauperism; (30) as preventing crime; and (31) as related to health of mind and body. The facilities of the Office can also be made useful in promoting the attendance of foreign educators and educational exhibitors. Should Congress, however, see fit to make a special appropriation, by which its means to aid in the representation of the education of the country will be increased, the Office can (1) accomplish this plan; (2) become more useful in promoting the value of the educational exhibition on the part of foreign nations; and (3) serve to stimulate and supplement the representation to be made by each of the several States, cities, and institutions. That there will be great need of this, is already apparent. Pecuniary interests will come forward of their own accord to represent themselves; but education can only be adequately represented, in its appliances, its relations, and its results, by the action of public authorities. Acting under your direction, I shall hope to have the fullest advice and co-operation of all educators in the country. Foreigners who visit the International Exhibition at Philadelphia in 1876, chiefly with the desire to study the results we, as a people, are able to present as the fruit of our form of government, will go away disappointed if they do not see a just representation of that education by which the ideas of self-government have been largely developed and applied. So far, although great attention has been paid to education in many quarters among us, its records and its memorials* are limited and imperfect in the extreme.†

* The following few sentences indicate how interesting, in a single direction, these memorials may be. The writer, mentioning a few of the distinguished alumni of Brown University, observes:

First in this list should stand the name of William Rogers, the first student of the college, who subsequently was a noted divine, and also filled with great success the chair of oratory and belles-lettres in the College of Philadelphia, and then in the University of Pennsylvania. Jonathan Maxcy, of the class of 1787, was successively president of his alma mater, Union College, New York, and the College of South Carolina. Henry Wheaton, of the class of 1802, was lecturer on civil and international law at Harvard College, and his teachings in that branch of jurisprudence are authority to this day. Gaspar Adams, of the class of 1815, was first professor of mathematics and natural philosophy at Brown, then president of the College of South Carolina, and finally professor of ethics at West Point. Horace Mann, class of 1819, was the great advocate of public schools, and Massachusetts, to-day in the forefront of the educational arena, can trace back to his labors, as secretary of the Board of Education, the source of many of her chief excellencies. Alden March, a graduate of the Medical School, class of 1820, as president of the Medical College at Albany, N. Y., developed to a remarkable degree the surgical talent of the medical profession. Edwards A. Park, class of 1826, at first professor of moral and intellectual philosophy at Amherst and now senior professor of the Theological School at Andover, is known as a most eminent Christian teacher. Sears, Caswell, and Robinson, successively presidents of their alma mater, are recognized as among the foremost teachers of the age. Professors Gammel, Chase, Lincoln, and Greene need only to be mentioned to call forth the acknowledgment of their eminent abilities in the line of their vocation. Champlin, of Waterville; Samson, of Columbia; Dodge, of Madison; Boyce, of the Southern Baptist Theological Seminary, South Carolina; Angell, of Michigan; and Magill, of Swarthmore, are names synonymous with a ripe culture, a remarkable power of imparting instruction, and a rare executive ability.

† The Commissioner having lately been appealed to by the agents of the Chilian government, through the honorable Secretary of State, to co-operate in promoting the success of an exhibition illustrative of education in our own country at the international Chilian exposition, to be opened at Santiago in September, 1875, a circular has been issued, and already as a result a considerable number of our citizens have applied for space to exhibit school furniture, apparatus, and text-books. Among the objects may be specially noted a small school-building of the style generally in use in country districts, and the valuable collection sent by New York City to Vienna. A large number of educational documents illustrating the growth and condition of education in this country have been forwarded from the States and cities and from this Office.

MEMORIALS OF MEN AND EVENTS AS EDUCATORS.

As memorial events thicken, their influence is better understood. If history teaches philosophy by example, memorials of good men and great events may be justly set down as important educators; they teach by example indeed, and by the object-method. These memorials may fitly be gathered around the school and college.

It is gratifying to know how widely attention has been turned in this direction, and at how many centers these collections have been commenced. Important beginnings have been made at Washington, Richmond, Philadelphia, Albany, New Haven, Hartford, Boston, Cambridge, Concord, N. H.,* and other places. The restoration of Independence Hall is specially worthy of note.†

A most effective method of promoting the increase of learning and good-will is suggested by the following letter from the Hon. George F. Hoar, M. C.:

WORCESTER, March 15, 1875.

To the Editors of the Boston Daily Advertiser:

Last summer, as usual, the colleges of New England gathered their alumni at their annual festivals. Without an exception, so far as I have seen, they reported a season of unusual prosperity. Harvard has completed her noble memorial hall. Yale makes good progress with the Woolsey fund, which its donors deem a less valuable gift to their college than the great service rendered to education by the character and labors of the honored teacher whose name it bears. General Eaton's last report states that

*The following letter from the Hon. B. F. Prescott, formerly secretary of the State of New Hampshire, is given as illustrating how much may be accomplished by one individual, and with very slight expense:

PEPPER, N. H., August 10, 1874.

DEAR SIR: In accordance with your request, I send you a list of the portraits and busts which I have been instrumental in securing for the State of New Hampshire, Dartmouth College, Phillips Exeter Academy, the New Hampshire Historical Society, and the State Normal School, from December, 1871, to June, 1874.

When I entered upon the duties of secretary of the State of New Hampshire, June 21, 1872, there were in the State-house the following portraits: Washington and Webster, both full-length; John De Graff, the first foreign magistrate who saluted the "stars and stripes." Of the governors since the revolutionary war there were: Josiah Bartlett, Samuel Bell, David L. Morrill, Matthew Harvey, Isaac Hill, Anthony Colly, Jared W. Williams, Nathaniel B. Baker, Ralph Metcalf, William Hille, Ichabod Goodwin, Nathaniel S. Berry, Joseph A. Gilmore, Frederick Smyth, Walter Harriman, and Onslow Stearns. Also, that of Major Edward E. Sturtevant, the first volunteer from New Hampshire, in the late war. Of the above, I have secured the repainting of the portraits of Governors Hill, Goodwin, and Harriman.

The State of New Hampshire now possesses portraits of seven of its provincial governors, all of its governors since 1785, save two, and those are promised; seven of the generals of the revolutionary war: two generals of the war of 1812-'14; all of her signers of the Declaration of Independence, and several of the chief justices of the State, with quite a number promised.

The whole number of portraits and busts actually secured by me and now on exhibition in the State is 78; the number promised is 14, making the total number 92. This work has been done as I could find an hour aside from other duties to attend to it. Almost all of them have been contributions to the State and the several institutions before mentioned. I have found the people with whom I have corresponded, without exception, kind in answering my letters, and prompt to accede to my invitations when it was in their power to do so; and I am confident the people of the State and the several institutions are truly grateful for so many generous gifts. All the work which I have done and am still doing in the same direction has been without compensation, excepting the pleasure and satisfaction I have derived from it. I give you the names of the artists and donors of the portraits which I have secured, as far as I now remember them.

Very truly, yours,

B. F. PRESCOTT.

COL. ALBERT H. HOYT,

Boston, Mass.

†Colonel Etting, who has done so much to restore Independence Hall, in a letter to this Office observes that "in the enlargement of object-instruction in the public schools," he has "found a museum to be an important auxiliary." And again: "As one of the most important means of memorizing history; as the best mode possible of inciting to noble and disinterested action by the contemplation of results in the way of honor; and certainly the surest way of restoring good feeling between the various sections of our country, such work (museum founding) cannot be regarded by thinking persons as a mere sentimentality."

the sums voluntarily contributed by individuals in the United States as benefactions to institutions of education for the year ending October 15, 1874, so far as he can ascertain them, amount to \$11,226,977, against \$9,957,494 so contributed during the preceding twelve months.

The people of Massachusetts are getting ready for the celebrations of the centennial year. Closely following the hundredth anniversaries of Concord, Lexington, and Bunker Hill, will come the memory of the expulsion of the British from Boston by an army among whose finest soldiers were the men from Virginia, and of the ever-memorable scene enacted close to the walls of Harvard, when George Washington, of Virginia, first drew his sword in the cause of independence. It seems to be a fitting time to make an appeal to the generosity of Massachusetts, and especially of the friends of Harvard, in behalf of the old college of William and Mary in Virginia, which gave Washington his first commission in his youth, and of which he was chancellor for the last twelve years before his death. This venerable seat of learning was destroyed by fire on the 9th of September, 1862. The college was on territory treated by the United States as loyal territory, and in the actual occupation of our troops from May, 1862, to the close of the war. There was a conflict on the 9th day of September between our troops and a body of rebel cavalry, who got possession of the place for a few hours. After their withdrawal, returning stragglers of the garrison set fire to the building, which had been, with the exception of these few hours, in our military occupation. A court-martial had been going on there the day before, and the building contained hay and other stores, and cavalry equipments. It will take about seventy thousand dollars to replace the buildings, and, I think, fully one hundred thousand to restore the college to as good condition as before the war.

There are few civilized governments in the world that would not deem themselves constrained, if not by the law of nations, yet by the respect which such nations feel toward institutions of learning, to restore such an institution, even when it belonged to an enemy, if injured by its troops under such circumstances. History contains many conspicuous and interesting examples of the care taken by great commanders for colleges exposed by the operations of war, and of the reparation made by them when such institutions have been injured by their troops.

The college of William and Mary has eminent claims to be remembered with reverence by every true son of Massachusetts. In the great events which preceded the Revolution, in educating the American people in the principles of civil liberty and of constitutional government, her services to the country were scarce second to those of Harvard. Washington received her diploma as surveyor in his youth, and rendered, as her chancellor, his last public service in old age. Jefferson, author of the Declaration of Independence, who announced the great law of equality and human rights, in whose light our Constitution is at last and forever to be interpreted, was her son and drank his inspiration at her fountain. Peyton Randolph, the first president of the Continental Congress, Edmund Randolph, Washington's Attorney-General, and President Monroe, were her graduates. Marshall, without whose luminous and far-sighted exposition our Constitution could hardly have been put into successful and harmonious operation, who embedded forever in our constitutional law the great doctrines on which the measures that saved the Union are based, was a son of William and Mary.

It is claimed that before the Revolution she was the richest college on the continent. Her corporation held the office of surveyor-general of Virginia. Every surveyor of public lands must be her deputy, and for every survey must pay a fee to her treasury. The cession of the great northwestern territory, largely due to the efforts of one of her illustrious sons, from which the country has derived such incalculable benefit, deprived her of this large portion of her revenues.

The living alumni of William and Mary do not deem themselves able to contribute the money needed to supply her wants. A bill appropriating \$68,000 for this purpose passed the House of Representatives in the Forty-second Congress, but failed in the Senate. Many of the wisest and most influential of the republican leaders feared that the bill might create a dangerous precedent, to follow which would burden the Treasury with the cost of rebuilding every school or church or institution of charity destroyed during the war. But I have good reason to know that the attempt, though unsuccessful, produced excellent results in its effect on the feelings of the numerous friends of the college of Virginia. The argument, forcible when addressed to the national legislature, has, of course, no weight when voluntary contributions are in question.

Nothing would, in my judgment, have a greater tendency to revive affection between the North and South than to rebuild by a national contribution this ancient institution, chief among the household gods of Virginia. What proof so certain that the bitterness of the late war is over, and that the early memories of the days of the Revolution and of the framing and inauguration of the Constitution are returning in full force, than the rebuilding of this sacred temple of learning in Virginia by the people of the North, under the lead of Boston and Harvard?

I am, yours, very respectfully,

GEORGE F. HOAR.

APPROPRIATION OF NET INCOME OF SALES OF PUBLIC LAND FOR EDUCATIONAL PURPOSES.

The several reports of this Office have recommended that the net income of the sale of the public lands be set apart in aid of education in the several States and Territories. Seeing no other means by which it could be secured without perilous delay, I have, in each instance, only made the general recommendation, reviewing the proposition in its most simple form, desiring not to embarrass it by any opinions with regard to the details of its operations. Before making the proposition I had conferred personally with many eminent educators and other persons in reference to its merits. I finally sought the opinions of all the gentlemen then in charge of State systems, and some others, respecting its feasibility and the benefits it might confer. Only two objections came from any quarter, although the gentlemen who were consulted entertained all the diverse political and religious opinions common among us. One officer, while acknowledging the soundness of the general proposition and the desirableness of the benefits it would confer, objected, not to its essential features, but to two facts contained in the proposition which was first presented to Congress. His chief objection was that the proposed law would require a report from his State showing the administration of the school system at a time different from that required by the State law. From that time to this no objections from educators to the general proposition have come to my notice. Demands are frequently made for the details of the methods of carrying out the proposition, and seem to require that I should state them more fully than previously.

I cannot do better than present the main provisions of the bill that has been under discussion in Congress, and which once passed the House of Representatives:

1. The bill proposes to set apart the net proceeds of the public lands for the benefit of the education of the people.

2. One-half of this income annually to become a permanent fund drawing a specific rate of interest; and the other half to be distributed annually together with the accrued interest.

3. The fund, for the greatest possible security, to be held in the United States Treasury, and disbursed by the United States to the States and Territories.

4. This fund to be offered to each of the several States and Territories.

5. Each State to decline or receive the fund at its own option.

6. As the fund is created and offered, not as adequate to provide education in any State or Territory, or with a view to controlling the system of education within any State or Territory, but only for the purpose of aiding the endeavors of the friends of education in the several States and Territories to stimulate the whole people to greater efforts in this behalf, this offer has been made on several conditions.

These require, for the first year, for distribution to any State or Territory, (*a*) only the acceptance of the offer, and (*b*) the announcement of the establishment of a school system for the instruction of every child within its borders.

The apportionments to be made to each State on the basis of the illiterate population ten years old and over for the first ten years, as shown by the last preceding census—thus bestowing aid where now most needed—and after the lapse of ten years these are to be made upon the basis of the whole population.

For each year after the first the conditions provide that there shall be a report from the appropriate officer of each State, to the United States Commissioner of Education, certifying to the fact that schools had been supplied to the children of the State, and that this fund had been expended in their support; and giving the number of children of school age, number in attendance, number of teachers, and such other facts as are generally included in these reports for the purpose of showing the efficiency of the system. Equal provision for all the children of the State must be made.

Non-compliance with these conditions is to result in forfeiture of the amount apportioned to the State; and the amounts forfeited are to be returned to the general fund for redistribution, unless otherwise ordered by Congress.

In view of the importance of training teachers, and of aiding the agricultural colleges, the bill provides for a subdivision of a portion of the funds to each of these objects in the respective States. Much as this aid is needed in some States, it would be useful to all.

INTERNATIONAL EXCHANGE IN EDUCATIONAL WORK.

The exchange of reports and documents between educators of this and other countries has made satisfactory progress during the year. We need to gather from every people the fruit of their educational experience.

While thus availing ourselves of the results of the world's experience, we endeavor to develop our own systems and to improve upon former efforts. It is not surprising, therefore, that others should desire to become acquainted with the working and results of our systems of education.

The Japanese students in this country have been mostly called home for government service. The plan to which I have previously alluded, of educating a number of Chinese youth in this country, I am informed, is progressing satisfactorily to all parties. I have favorable reports of the high esteem in which the services of Dr. David Murray are regarded in the educational department of Japan. Dr. Martin, as the head of the Imperial College at Peking, is making excellent progress in the solution of the questions which beset the introduction of western learning, through this institution, into that vast empire.*

The founder of the Royal Normal College and Academy of Music for the Blind, in London, is a native of Tennessee. The following letter from Samuel G. Howe, LL. D., so widely known as an educator of the blind and of the feeble-minded, will be read with interest:

PERKINS INSTITUTION AND MASSACHUSETTS ASYLUM FOR THE BLIND,
Boston, November 19, 1874.

DEAR SIR: Agreeably to your request I inclose a brief notice of Mr. F. C. Campbell, founder of the Royal Normal College and Academy of Music for the Blind, in London.

Mr. Campbell was born in Tennessee in 1833. He injured his eyes when about six years old, and soon became totally blind. He received some instruction and such advantages as his father could give him at home. He afterwards entered the State School for the Blind in Tennessee and distinguished himself by his talent, his restless activity, and especially by his courageous self-reliance and his ambition.

Wishing for more advantages and opportunities for self-improvement than he could obtain in any western institution, he came here and was my guest for some time. I soon saw that he had uncommon natural ability, very quick perceptions, great industry, courage, and ambition. I employed him as a teacher in our department in music, and soon gave him the whole direction of it.

Our relations were not entirely harmonious, and we parted without formal dissolution of our business relations, and in doubt about their renewal.

He seemed not content to aid me in building up and perfecting our establishment, but dreamed of and planned an establishment of his own invention which should be distinguished from all others by the loftiness of its aims and extent of its operations. But if the field here was wide enough it had too many able laborers in it to permit any new establishments to be created without imitating immediately all the excellencies and the peculiarities which it might introduce; so he went to Europe in 1869, and after passing some time in Germany studying music, he went to London in 1870, and organized, by his own personal effort, an establishment now known as the Royal Normal College and Academy of Music for the Blind.

It is in many respects an imitation of this institution, and has many features taken from American institutions in general rather than from those of Great Britain.

In order to carry out his plans more easily, he applied to me to permit one of our teachers to assist him. This was readily granted, and soon he applied for another, and then for a third, fourth, fifth, and sixth of his own choosing. I consented to release them from their engagements here.

He thus obtained the advantage of the talent and experience of some of our best

* As this report goes into type I am informed that Col. D. F. Boyd, the superintendent of the University of Louisiana, so well known for his interest in education, has been appointed by the Khédive superintendent of the military school of Egypt.

teachers—Mr. Joel W. Smith, Miss Mary C. Greene, Miss Sophia E. Faulkner, Miss J. H. C. Howes, Miss Mary Knight, Miss Sarah Dawson, teachers, and Miss C. Martha Sawyer, clerk and factotum. He had seven assistants trained in this institution, and still retains four of them.

Thus a college has been founded and established in the capital of Great Britain, in the face of many institutions for the blind, by a blind youth from the wilds of the West, and it is successfully conducted by him with the aid of six American teachers, three of them trained in this institution.

The successful introduction of our system of education is a sufficient reply to the question recently asked by an eminent writer, whether our American institutions for the blind might not be advantageously changed so as to resemble the schools of Great Britain. In reply, I say they are copying the best features of ours.

May Mr. Campbell have all the success which he may continue to deserve, and the blind of both Europe and America be benefited by honorable competition between them.

Faithfully,

SAML. G. HOWE.

Hon. JOHN EATON,

Commissioner of Education, Washington, D. C.

EDUCATION IN FOREIGN COUNTRIES.

I.—EUROPE, ASIA, AND AFRICA.

1. AUSTRIA-HUNGARY, (statistics of 1874).—*a.* AUSTRIA, constitutional monarchy: Area, 108,234 square miles; population, 20,394,989. Capital, Vienna; population, 833,855. Minister of worship and public instruction, C. von Stremayr, (since November 25, 1871.)

Total expenditure for public instruction, \$5,546,750, gold, distributed in the following manner: Superior instruction, (universities, technical high schools, &c.,) \$1,983,969; secondary instruction, (Gymnasia, Realschule, nautical schools,) \$1,724,700; primary instruction, (elementary schools, normal schools, &c.,) \$889,806; special instruction, (exclusive of schools of mining, forestry, agriculture, and military schools, which belong to other ministries,) \$202,200; central administration, scientific institutes, expeditions, museums, &c., \$746,025.

Statistics.

Primary instruction.—The last census of primary schools was taken in 1871. Number of schools, 14,769, with 25,259 teachers, and 1,777,619 scholars.

The following statistics are all for 1873-1874:

Normal schools for male teachers, 40, with 418 teachers and 3,074 students; normal schools for female teachers, 18, with 125 teachers and 1,923 students; total, 58 normal schools, with 546 teachers and 4,997 students.

Secondary instruction.—Total number of schools, 224, with 3,709 teachers and 53,290 scholars, viz, 94 Gymnasia, with 1,668 teachers and 22,308 scholars; 58 Realgymnasia, with 790 teachers and 10,258 scholars; 72 Realschule, with 1,251 teachers and 20,724 scholars.

Superior instruction.—Number of institutions, 13, with 957 professors and 12,434 students, viz, 6 universities, with 699 professors and 8,957 students, and 7 technical high schools, with 238 professors and 3,477 students.

Special instruction.—One thousand and twenty-seven schools, with 4,296 teachers and 67,713 scholars.

Illiteracy, (statistics of 1873).—Total number of conscripts examined, 53,116. Of these 27,042, or 51 per cent., were able to write.

Legislation.—The two most important laws passed in 1874 were the one of May 13, regulating the courses of instruction in the different grades of the elementary schools, and the one of May 26, re-organizing the normal schools.—Official report for 1874.

b. HUNGARY, constitutional monarchy: Area, 113,172 square miles; population, 13,509,453. Capital, Buda-Pesth; population, 276,476. Minister of public instruction, A. de Trefort, (since September,) 1872.

Statistics of 1873.

Primary instruction.—Number of schools, 15,216, with 18,546 teachers and 1,379,671

scholars, (out of a total school-population of 2,144,768;) percentage of attendance, 64.37. Number of normal schools 60, (40 denominational and 20 government institutions,) with 516 teachers and 2,097 scholars.

Illiteracy.—Number of recruits examined, 38,415. Of these 12,975, or 34 per cent., were able to write.—*Chronik des Volksschulwesens*, 1874.

2. BELGIUM, constitutional monarchy: Area, 11,412 square miles; population 5,087,105. Capital, Brussels; population, 314,077. Minister of public instruction, the minister of the interior, C. Deleour.

Sum voted by the Chamber of Representatives for public education in 1874, \$1,940,325.

Illiteracy.—It appears from official returns, based upon a recent examination of the national guards of the kingdom, that about 30 per cent. of the grown-up population are unable to read and write.—*Statesman's Year-book*, 1875.

3. DENMARK, constitutional monarchy: Area, 14,553 square miles; population, 1,784,741. Capital, Copenhagen; population, 193,000. Minister of public instruction, M. Fischer, (since June 11, 1875.)

City of Copenhagen.—Number of children of school age, (7 to 14,) 27,275; attendance at public schools, 22,747; at private schools, 4,286; total attendance, 27,033, leaving only 242 not accounted for; mostly children in weak health, &c. The sanitary condition of the school children has been excellent; during the two years 1873 and 1874 only 50 deaths occurred among them.

Farmers' high schools.—Number of schools in operation during 1874, 49, with 3,135 students, (2,132 males and 1,003 females.)—*Chronik des Volksschulwesens*, 1874.

4. EGYPT, nominally a pashalik of the Turkish Empire, virtually an independent state since 1811; Area, (estimated,) about 200,000 square miles; population, (estimated,) 7,000,000. Capital, Cairo; population, 349,883. Minister of public instruction, (according to last official accounts,) Prince Tousseum-Pasha.

Number of primary Arabic schools, (*Koutâb*), 1871, 1,223, with 44,199 scholars; number of students at the Arabic university of El Azhar, in 1871, 9,668; governmental schools, 18, with 173 teachers and 2,388 students; denominational schools, 15, with 59 teachers and 1,041 students; European and American schools, 45, with 243 teachers and 4,480 students.—Éd. Dor, *L'instruction publique en Égypte*.

5. FRANCE, republic: Area, 207,480 square miles; population, 38,067,094. Capital, Paris; population, 1,851,792. Minister of public instruction, M. Wallon.

Primary instruction.—France has at present 145,600 schools, with 36,793 teachers (25,011 males and 11,782 females) and 3,625,000 scholars.

Illiteracy, (census of 1872.)

Degree of education.	Under 6.		From 6 to 20.		Above 20.		Per cent. of total above 6.
	Total.	Per cent.	Total.	Per cent.	Total.	Per cent.	
Unable to read or write	3,540,101	88.85	2,082,338	23.89	7,702,362	33.37	30.77
Able to read only	292,348	7.33	1,175,125	13.48	2,305,130	9.99	10.94
Able to read and write	151,595	3.82	5,458,097	62.63	13,073,057	56.64	58.29
Unascertained	38,042	.....	70,721	.....	214,005	.....	.....
Total	4,022,086	.....	8,786,281	.....	23,294,554	.....	.....

The new university education bill.—This bill passed the French Assembly July 12, 1875, by a majority of 50, (316 to 266.) The bill sanctions the establishment of free universities, subject to certain regulations and government examination; it also requires the

government, within twelve months, to introduce a bill reforming the state faculties.—*Chronik des Volksschulwesens*, 1874; *London Times*, July 13, 1875.

6. GERMANY, constitutional monarchy, empire: Area, 312,091 square miles; population, (December 1, 1871,) 41,060,685. Capital, Berlin; population, 826,341.

Germany has no national system of education, each one of the twenty-six states composing the empire managing its own educational affairs.

Primary instruction.—There are about 60,000 elementary schools, attended by about 6,000,000 children, (total population of school age, varying in the different states, 6,569,711,) with about 109,000 teachers. Total number of normal schools, 169, (40 Roman Catholic and 129 Protestant.) Total number of educational periodicals, 63.

Want of teachers.—In Prussia alone, owing to the scanty remuneration held out to teachers, there are 3,619 vacancies for schoolmasters.

Secondary instruction.—Total number of schools, 1,041, with close upon 120,000 scholars, (330 Gymnasias, 214 Progymnasias, 14 Realgymnasias and 483 Realschule, secondary, technical, and commercial schools.)

Superior instruction.—There are 10 polytechnic schools, with 360 teachers and 4,428 students. The number of universities is 21, with 1,799 professors and 18,923 students, the largest being Berlin with 188 professors and 3,714 students; Leipzig coming next, with 152 professors and 3,057 students.

Illiteracy in Bavaria.—Total number of conscripts examined in 1873, 16,314. Of this number 1,166, or 7.3 per cent., had not received a satisfactory elementary education.

Illiteracy in Prussia, (data from the census of 1871.)—In the schedules sent out there was one column with the question, "Education, *i. e.*, able to read or write?" The answers to this question have formed the basis for showing the elementary education of the whole population. Although the question was in many cases not properly understood, the knowledge of the ability to read and write remained doubtful only in the case of 277,572 persons above 10 years of age, *i. e.*, 1.31 per cent. of the population in question. The total result was the following:

Degree of education.	Above 10 years of age.		
	Males.	Females.	Total.
Able to read and write	8, 112, 051	7, 926, 901	16, 038, 592
Ability to read and write not ascertained	118, 863	158, 709	277, 572
Not able to read and write	863, 843	1, 396, 434	2, 260, 277

In percentages the result is the following: Out of every 10,000 inhabitants above 10 years of age, 950 men (or 9.5 per cent.) and 1,473 women (14.73 per cent.) are illiterate.

According to religion, the illiterates are grouped in the following manner:

Religion.	Males.		Females.	
	Number.	Percent- age.	Number.	Percent- age.
Protestants	390, 117	6.60	693, 400	11.37
Catholics	464, 735	15.16	685, 535	21.81
Jews	7, 976	6.65	16, 648	12.55
Dissenters	995	4.96	1, 851	9.02

In 1874 the total number of conscripts was 83,333. Of these 3,324, or 3.98 per cent., were not able to read and write. The highest percentage of illiterates was in the

province of Posen, 16.26 per cent.; and in the province of Prussia 10.64 per cent.; and the lowest in the province of Schleswig-Holstein, .62 per cent.—*Chronik des Volksschulwesens*, 1874.

7. GREAT BRITAIN AND IRELAND, constitutional monarchy, kingdom: Area, 120,879 square miles; population, 31,483,700. Capital, London; population, 3,254,260. Vice-president of the committee of council on education, Viscount Sandon, M. P.—Report of 1874.

a. England and Wales, (population, 22,712,266.)

Total number of children of school age, (3 to 13,) as defined by the education act, 5,374,301, or 23 per cent. of the total population. Accommodation in schools visited by the inspectors, 2,871,826 places.

Of the 2,497,602 children registered, 1,013,068 scholars qualified by regularity of attendance to bring grants to their schools; whereas of the 2,070,727 who were present on the day of inspection, only 857,611 were examined by the inspectors as being so qualified by attendance.

Each year the question of local organization assumes greater importance. In their previous report the committee of council expressed a confident expectation of being able to show that voluntary effort was being largely supplemented by the agency of school boards. These they divided into two classes—those formed compulsorily to meet an ascertained deficiency, which nothing but a rate levied on the district could make good, and those applied for by certain districts which resorted to this means for making good a deficiency which they desired to remedy, or to enforce the due use of existing available and sufficient premises. By the end of August, 1874, accommodation had been provided for 245,500 children in board schools. The school-board system already covers one-half of the population. It is spreading, as might be expected, more rapidly over urban than rural districts. It embraces five-sixths of the total population in municipal boroughs. There are thirteen towns in England with more than 100,000 inhabitants; all these have boards. Of twenty-one towns whose population ranges from 50,000 to 100,000, all (except Preston) have boards.

Upon the subject of compulsory attendance, it appears that the percentage of total population to which it has been applied has only risen from 40 to 43 in the year, and from 78 to 80 as regards the borough population. Of the total population under school-boards, 84 per cent. have been brought under compulsion.

The majority of school-board districts have paid a rate varying from 3*d.* to 6*d.* in the pound. The highest rates were levied at Staplehurst, Kent, 1*s.* 4*d.*, and at Melindwr, Wales, 1*s.* 3*d.* The sum levied in the metropolis was £105,951, equivalent to a rate of 1½*d.* Sixty-one boards paid fees on behalf of indigent parents, in amounts ranging from 2*s.* 2*d.* to £2,404. Number of training colleges 41, with 2,500 students.

b. Scotland, (population, 3,360,012.)

In the year ending 31st August, 1874, the inspectors visited 2,366 day-schools, to which annual grants were made, containing 2,577 departments under separate teachers, and furnishing accommodation, at 8 square feet of superficial area per child, for 372,090 scholars.

There were on the registers the names of 344,628 children, of whom 46,276 were under 6 years of age, 252,521 were between 6 and 12, and 45,831 were above 12. Of these scholars 297,247 were present on the day of the inspectors' visit to their respective schools, while 263,748 were, on an average, in daily attendance throughout the year; 240,500, having made the requisite number of attendances, were qualified to be examined. The inspectors also visited 221 schools which do not fulfill the conditions on which annual grants are made. In these schools 17,329 scholars were present on the day of inspection. The night-schools examined during the year were 102 in number; 5,555 scholars above 12 years of age were, on an average, in attendance each night. The inspectors found 3,165 certificated teachers at work in the aided schools which they visited, while the six training colleges from which the supply of such teachers is mainly recruited were attended by 822 students.

Annual parliamentary grant to popular education in Great Britain in 1873-74, £2,472,780; and in 1874-75, £2,577,389.

In the distribution of these grants about seven-tenths were given in recent years for examination and attendance of pupils, two-tenths as stipends and salaries to teachers, and one-tenth spent in administration and for building schools. The income from the fees paid by the children amounted, on the average of the last five years, to less than one-sixth of the sums voted by Parliament.

c. Ireland, (population, 5,411,416.)

On the 31st December, 1874, there were 7,257 schools in operation, being 97 more than in 1873. The number of children on the rolls who made any attendance was 1,006,511, which was an increase of 31,815 over the previous year. The average daily attendance was 395,390.

The number of warranted schools is 5,356. There are 1,252 clerical and 204 lay Roman Catholic managers, 261 clerical and 368 lay Protestant Episcopalian managers, 328 clerical and 178 lay Presbyterian managers, 88 clerical and 42 lay managers of other denominations, and 207 official lay managers.

There are 4,741 schools under Roman Catholic clerical management. Over 79 per cent. of the pupils in attendance are Roman Catholic, 11 per cent. Presbyterian, and over 8 per cent. Protestant Episcopalian.

The average daily attendance in the model-schools was 8,619.—Official Report for 1874.

8. ITALY, constitutional monarchy, kingdom: Area, 112,677 square miles; population, 26,796,253. Capital, Rome; population, 244,481. Minister of public instruction, Antonio Bonghi, (since October 3, 1874.)

Primary instruction.—Public schools for boys, 18,234, with 17,940 teachers, a maximum attendance of 801,358 and a minimum attendance of 571,445 scholars, and a total expenditure of \$2,378,393.40. Public schools for girls, 12,732, with 12,723 teachers, and a maximum attendance of 577,308 and minimum attendance of 404,844, and a total expenditure of \$1,316,215.31. Public schools for both sexes in common, 3,238, with 3,266 teachers and a maximum attendance of 90,597 boys and 84,126 girls, and a minimum attendance of 57,220 boys and 10,106 girls; total expenditure, \$227,297. Total number of public elementary schools, 34,204, with 33,929 teachers, a maximum attendance of 1,553,389 and a minimum attendance of 1,043,615 scholars, and a total expenditure of \$3,921,905.71.

Private schools for boys, 3,892, with 4,035 teachers, a maximum attendance of 72,141 and a minimum attendance of 58,627 scholars. Private schools for girls, 3,982, with 4,168 teachers, and a maximum attendance of 88,860 and a minimum attendance of 73,999 scholars. Private schools for both sexes in common, 1,293, with 1,373 teachers; a maximum attendance of 14,219 boys and 16,858 girls, and a minimum attendance of 11,565 boys and 13,647 girls. Total number of private elementary schools, 8,967, with 9,576 teachers, and a maximum attendance of 192,078 and a minimum attendance of 158,238 scholars.

Infant schools: Number of schools, 1,099, with 2,627 teachers, 130,806 scholars, (65,727 boys and 65,079 girls,) and a total expenditure of \$324,090.03.

Evening schools: Number of schools, 9,809, (9,342 for males and 467 for females,) with 11,548 teachers and 375,947 scholars, (359,673 males and 16,274 females,) ranging in age from 12 to 25 years. Total amount of expenditures, \$168,326.13.

Sunday schools, (not for religious instruction:) Number of schools, 4,743, (908 for males and 3,835 for females,) with 5,020 teachers, and 154,585 scholars, (33,830 boys and 120,755 girls.) Total expenditures, \$30,882.79.

Boarding schools for females: Number of schools, 570, with 2,723 teachers and 29,095 scholars, and a total expenditure of \$241,247.66.

Normal-schools: Number of schools supported by the government, 59, (23 for males and 36 for females,) with 491 teachers and 4,090 students, and an expenditure of

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\$140,289.92. Number of schools supported by the municipalities, 56, (13 for males and 43 for females,) with 324 teachers and 2,040 students, (521 males and 1,519 females,) and an expenditure of \$71,704.43, making the total number of normal schools 115, (36 for males and 79 for females,) with 815 teachers and 6,130 students.

Secondary instruction: Number of royal lyceums, 79, with 4,728 scholars; number of royal Gymnasias, 103, with 8,962 scholars; number of royal technical schools, 63, with 6,380 scholars; number of royal boarding schools, 26, with 2,458 scholars, making the total number of secondary schools 271, with 22,528 scholars.

Superior instruction: Number of universities, 21, with 6,997 students; institute of superior instruction in Florence, 182 students; royal school of engineering at Turin, 186 students; royal higher technical school at Milan, 198 students; royal school of engineering at Naples, 210 students; royal superior normal school at Pisa, 42 students; the three royal schools of veterinary surgery at Milan, Naples, and Turin, 272 students.—Official Report of 1874.

9. JAPAN, absolute monarchy, empire: Area, 156,604 square miles; population, 32,794,897. Capital, Tōkiō, (Yeddo;) population, 779,361. Vice-minister of education, Hon. Fujimaro Tanaka.

STATISTICS OF SCHOOLS UNDER THE IMMEDIATE CONTROL OF THE EDUCATIONAL DEPARTMENT.

I. *Kaiseigakko at Tōkiō, (first Daigakku.)*

(1) 15 teachers—2 Japanese, 13 foreigners.

A. Jurisprudence and philosophy: 1 English and 4 American teachers.

B. Technology: 4 French teachers.

C. Mining: 4 German teachers.

(2) 236 students.

A. Jurisprudence, (preparatory:) First class, 10 students; second class, 15 students.

B. Philosophy, (preparatory:) First class, 20 students; second class, 18 students; third class, 20 students.

C. Technology, (preparatory:) Lower class of three years, 10 students; upper class of 1 year, 16 students; lower class of 1 year, 24 students.

D. Mining: Third class, 11 students.

E. Mining, (preparatory:) First class, 11 students; second class, 7 students; third class, 17 students.

F. Manufacturing, (preparatory:) Sixth class, upper portion, 23 students; sixth class, lower portion, 24 students.

(Besides, there are several students not included in the classes.)

II. *Igakko (school of medicine) at Tōkiō.*

(1) 19 teachers—11 Japanese, 8 German.

A. Medicine and surgery: 2 teachers.

B. Anatomy: 1 teacher.

C. Natural history and mathematics: 1 teacher.

D. Physics and chemistry: 1 teacher.

E. Latin and German: 1 teacher.

F. German and arithmetic: 1 teacher.

G. Pharmacy: 1 teacher.

(2) 242 students.

A. Main studies: Sixth class, 34 students; seventh class, 1 student; tenth class, 33 students.

B. Preparatory studies: First class, 7 students; second class, 47 students; third class, 57 students; fourth class, 46 students.

C. Hospital, 17 students.

III. *Igakko (school of medicine) at Nagasaki, (fifth Daigakku.)*

(1) 10 teachers—7 Japanese, 3 foreigners.

A. Medicine: 2 Dutch teachers.

B. German and Latin: 1 German teacher.

(2) 74 students.

A. Main studies: Seventh class, 5 students; eighth class, 11 students; ninth class, 13 students; tenth class, 12 students.

B. Preparatory studies: Fourth class, 33 students.

IV. *School of foreign languages at Tōkiō, (first Daigakku.)*

(1) 32 teachers—17 Japanese, 15 foreigners.

A. English language: 5 English and 2 American teachers.

B. French language: 3 French teachers.

C. German language: 3 German teachers.

D. Russian language: 1 Russian teacher.

E. Chinese language: 1 Chinese teacher.

(2) 542 students.

A. English language, upper degree: First class, 23 students; second class, 24 students.

B. English language, lower degree: First class, 29 students; second class, 29 students; third class, 28 students; fourth class, No. 1, 37 students; fourth class, No. 2, 33 students; fourth class, No. 3, 28 students; classes not passed examination, 58 students.

C. French language, upper degree: Fourth class, 32 students.

D. French language, lower degree: First class, 20 students; second class, 14 students; third class, 9 students; classes not passed examination, 21 students.

E. German language, upper degree: Fourth class, 10 students.

F. German language, lower degree: First class, 20 students; second class, 27 students; third class, 21 students; fourth class, 18 students; classes not passed examination, 11 students.

G. Chinese language, lower degree: First class, 9 students; second class, 9 students; third class, 5 students; fourth class, 9 students.

H. Russian language, lower degree: First class, 5 students; fourth class, 9 students.

V. *Kaimeigakko at Ōzaka, (third Daigakku.)*

(1) 9 teachers—5 Japanese, 4 English.

(2) 117 students.

A. English language, upper degree: First class, 1 student; second class, 9 students; third class, 8 students; fourth class, 16 students.

B. English language, lower degree: First class, 9 students; second class, 27 students; third class, 20 students; fourth class, 27 students.

VI. *Kowungakko at Nagasaki, (fifth Daigakku.)*

(1) 5 teachers—3 Japanese, 2 Americans.

(2) 90 students.

English language, lower degree: First class, 21 students; second class, 29 students; third class, 26 students; fourth class, 14 students.

VII. *Female school at Tōkiō, (first Daigakku.)*

(1) 7 female teachers—6 Japanese, 1 American.

(2) 36 female students.

(There is no classification established.)

VIII. *Normal school at Tōkiō, (first Daigakku.)*

(1) 4 teachers—3 Japanese, 1 American.

(2) 85 students.

A. Upper degree, 31 students.

B. Lower degree, 54 students.

(3) 85 students for the lower schools—56 males, 29 females. Sixth class, 12 males, 3 females; seventh class, 33 males, 16 females; eighth class, 11 males, 10 females.

IX. *Normal school at Ōzaka, (third Daigakku.)*

(1) 2 teachers.

(2) 34 students.

(There is no classification established.)

X. Normal school at Miyagi, (seventh Daigakku.)

(1) 2 teachers.

(2) 46 students.

(There is no classification established.)

TOTAL.

(1) 7 government schools, 97 teachers—51 Japanese, (45 males, 6 females,) 46 foreigners, (45 males, 1 female;) 1,337 students—1,301 males, 36 females.

(2) 3 normal schools established by government, 8 teachers—7 Japanese, 1 foreigner; 165 students, 85 students for the lower schools, (56 males, 29 females.)

Statistics of lower schools, both public and private, established in various Fus and Kens.

A. Number of lower schools.....	6,261
B. Number of teachers	5,856
C. Number of students	472,047

[From the Japan Weekly Mail, March 4, 1874.]

THE NUMBER OF SCHOOLS IN FUS AND KENS.

First Daigakku-Ku.

Tōkiō-Fu: Schools of foreign languages, 5, (4 of English and 1 of French.)

Irregular schools: 27 of English, 2 of French, and 1 of German language. Besides these, there are 28 where the English, French, and German languages are taught, and books are translated into Japanese or Chinese, and writing is also taught.

Kanagawa-Ken: School of foreign languages, 1.

Tiba-Ken: Irregular school, 1.

Ashigara-Ken: Irregular school, 1.

Tochigi-Ken: Irregular school, 1.

Second Daigakku-Ku.

Shidzuoka-Ken: School of foreign languages, 1; irregular school, 1.

Chikuma-Ken: Irregular school, 1.

Ishikawa-Ken: Irregular night-schools, 6; irregular school, 1.

Tsugura-Ken: Private school of middle class, 1.

Third Daigakku-Ku.

Ōzaka-Fu: School of English language, 1; irregular school, 1.

Kioto-Fu: School of English, French, and German languages, 1.

Sakai-Ken: Private school of middle class, 1; school of English language, 1.

Okayama-Ken: Private schools of middle class, 2.

Kochi-Ken: School of English language, 1.

Fourth Daigakku-Ku.

Yamaguchi-Ken: Schools of foreign languages, 2, (1 of English and 1 of German language.)

Fifth Daigakku-Ku.

Mitsuma-Ken: School of English language, 1.

Shirakawa-Ken: School of English language, 1.

Kagoshima-Ken: School of English and French languages, 1.

Kokura-Ken: Irregular schools, 2.

Sixth Daigaku-Ku.

Niigata-Ken : Schools of foreign languages, 5.

Wakamatsu-Ken : School of English language, 1.

Okutama-Ken : School of English and French languages, 1.

Seventh Daigaku-Ku.

Miyagi-Ken : School of English and French languages, 1.

Iwasaki-Ken : Irregular school, 1.

Aomori-Ken : School of English language, 1.

The total number of this class of schools is 103; 4 of which are private schools of the middle class; 25 schools of foreign languages; 68 are irregular schools, and 6 are night-schools.

10. NORWAY, constitutional monarchy, kingdom, (dynastically united to Sweden.) Area, 120,720 square miles; population, 1,750,898. Capital, Christiania; population, 66,657. Minister of public instruction, R. T. Nissen, (since November, 1874.)

Primary instruction, (exclusive of Christiania).—Number of school districts, 6,371; permanent schools, 4,277; migratory schools, 2,094; work schools for girls, 131; general work schools, 4; infant schools, 13. Number of children of school age, 213,968; number of children instructed in permanent schools, 169,737; in migratory schools, 36,577; instructed outside of the district schools, 3,235; children not attending school, 4,419; expenditure for primary schools, \$673,052, towards which the state contributed \$91,875.

City of Christiania: Number of primary schools, 5; with 6,508 pupils.

Superior instruction.—The Royal Norwegian University of Christiania numbered 978 students, viz, 200 of theology, 170 of law, 231 of medicine, 70 of philology, 2 of mineralogy, 45 of natural sciences, 260 of philosophy.—Official Report of 1874.

11. PORTUGAL, constitutional monarchy, kingdom: Area, 36,510 square miles; population, 3,995,152. Capital, Lisbon; population, 224,063. Minister of public instruction, the minister of the interior, A. Rodrigues Sampaio.

The new education bill.—The following are the principal points in the new Portuguese education bill: Henceforth, while the teachers shall be salaried by the communes, subsidies shall be granted by the state or the province. The masters are to be appointed by a school board after a competitive examination. There will be elementary and extended elementary education, but the former alone shall be free; for the latter payment may but need not necessarily be exacted. As a rule there will be separate schools in every parish for boys and girls. Attendance at the elementary school is to be made compulsory from the sixth to the twelfth year. Finally, there will be established two training-colleges for men and two for women.—London School-Board Chronicle, April 10, 1875.

12. ROUMANIA, constitutional monarchy, (tributary to Turkey.) Area, 45,642 square miles; population, 3,864,842. Capital, Bucharest; population, 221,150. Minister of public instruction, T. Maioresco, (since April 17, 1874.)

Among the higher classes the education of the children is principally confined to private tuition from French teachers. Twenty years ago there were in the Moldavia district no more than 1,400 children in the public schools, of which there were then only 15; Wallachia at that period instructed as many as 15,000 children. The census of 1868, however, showed a school attendance of 72,000 children in 1,867 public schools, together with several private establishments for both sexes. Education is now compulsory for both sexes, provided there be schools; for in this respect much remains to be done; only 4,000 teachers of all grades can be found in Roumania.

The principality has seven Gymnasias and two universities, (at Bucharest and Jassy.) Besides many so-called French and German colleges, there is a military school, a technical school, a school of design, and a school of agriculture. These institutions number

together 3,000 pupils. The educational budget of 1874, including public worship, amounted to about \$1,600,000.—London School-Board Chronicle, July 3, 1875.

13. RUSSIA, absolute monarchy; empire: Area, 8,404,767 square miles; population, 82,172,022. Capital, St. Petersburg; population, 667,026. Minister of public instruction, Count D. Tolstoi.

* There are only 2,400 national schools, educating 875,000 pupils, in the whole of European Russia, (population 63,658,934.) The cost to the state is set down at \$2,390,631.

Many of the schools are greatly in want of teachers, the districts of St. Petersburg, Moscow, Charkow, Kasan, and Odessa, with 11,000 schools, having among that number 500 without a teacher, and 300 with incompetent teachers, who were retained only because there were none to supply their places.

In 1858, out of every 100 recruits levied for the Russian army, only two were able to read and write—a state of things which has since undergone material improvement, the returns of 1872 showing that, instead of two, as many as twelve recruits in the hundred had successfully mastered these rudiments of knowledge.

The number of training colleges for school teachers is 49; 35 of which are partially maintained by the state.

School law.—The school law in operation dates from July 1, 1874. This law defines the object of the elementary schools, which is “to spread religious and moral ideas and useful elementary knowledge.” The elementary schools comprise: 1. The primary schools under the direction of the clergy. 2. The primary schools under the ministry of public instruction, both public and private. 3. The elementary schools under other ministries which are supported by the communes. 4. All Sunday schools. The course of instruction embraces reading, writing, the four fundamental rules of arithmetic, the catechism, Bible history, and if possible singing (of church tunes.) The language of instruction is to be Russian. Nothing is said regarding school fees. Religious instruction is confided to the clergy, while otherwise the superintendence of elementary instruction is taken away from the clergy and given into the hands of the corporative nobility. The teachers are appointed by the district authorities.—London School-Board Chronicle, May 22, 1875; Chronik des Volksschulwesens, 1874.

The following additional information concerning education in Russia has been taken from the Russian Annual of Suworin:

Lower schools.—District schools, 423, with 29,709 scholars; popular schools, 21,666 with 875,445 scholars.

Intermediate schools.—Gymnasias, 122, with 39,270 scholars; Progymnasias, 33, with 5,014 scholars; Realschule, 7, with 1,752 scholars.

Higher schools.—Universities, 8, (not including the one in Finland,) with 543 professors and 6,115 students; lyceums, 5, with about 600 students.

Schools exclusively for females.—Institutes, 23, with 5,453 scholars; Gymnasias and Progymnasias, 195, with 23,854 scholars.

Special schools.—Normal schools and teachers' seminaries, 54, with 2,552 students; higher theological schools, 4, with 118 professors and 446 students; intermediate theological schools, 51, with 789 professors and 13,103 students; lower theological schools, 157, with 1,375 professors and 26,671 students; higher military schools, 7, with 1,416 students; intermediate military schools, 25, with 6,330 students; lower military schools, 31, with 6,863 students; naval schools, 7, with 1,109 students; higher agricultural schools, 3, with 293 students; lower agricultural schools, 16, with 1,025 students; higher technical schools, 6, with 2,666 students; lower technical schools, 12; schools of art and drawing, 5; schools of music and the drama, 3; business colleges, 4; law-schools, 1, with 320 students; (each university has a faculty of law;) schools of philology, 3.

Total government expenditure for education in 1872-'73, \$29,156,775.95.

14. SERBIA, principality, nominally belonging to Turkey, but semi-independent since 1856: Area, 12,600 square miles; population, (1872,) 1,325,437. Capital, Belgrade; population, 14,600. Minister of public instruction, M. Christitch.

Primary instruction, (1870-'71.)—Four hundred and eighty-four schools, with 605 teachers and 25,270 scholars; 1 teachers' seminary with 62 students.

Secondary instruction, (Realgymnasia, Progymnasia, and Gymnasia.)—Sixteen schools, with 95 teachers and 1,762 students.

Superior and special instruction.—One high school, (university,) with 16 professors and 229 students; high school for ladies, 21 teachers; military academy, 11 professors and 40 students.—Allgemeine Schul-Zeitung, August 15, 1874.

15. SWITZERLAND, federal republic: Area, 15,233 square miles; population, 2,609,147. Capital, Berne; population, 36,001.

Switzerland has no national system of education, each one of the twenty-two cantons managing its own educational affairs.

Educational provisions of the Swiss constitution.—The federal authorities are empowered to establish, besides the existing Federal Polytechnic School at Zurich, a university and other superior schools, or to aid such schools. The cantons have the care of primary instruction, which is to be under the exclusive jurisdiction of the secular authorities. It is to be compulsory, and, in the public schools, free of charge. The public schools are to be attended by children of all religious denominations without interfering with their faith or conscience. Cantons that do not carry out these provisions will be forced to do so by the federal authorities.

Primary instruction.—Switzerland has now altogether 7,000 elementary schools, which are conducted by 6,000 managers of both sexes—the same master, in some cases, presiding over two schools. There is one school to every 380 inhabitants; and as the total number of scholars (boys and girls) amounts to 400,000, we get about 57 scholars to a school and a school attendant in every 6 inhabitants. With the exception of canton Uri, education is compulsory throughout the republic. In six cantons the number of clerical teachers exceeds that of the lay masters. In fourteen, schooling is free. In six, school fees may be raised. The school age, as determined by law, varies from the sixth or seventh to the twelfth or fifteenth year. The entire annual cost of education amounts to \$1,200,000.

Superior instruction.—Number of universities, 3, with 162 professors and 897 students. (Swiss revised constitution; London School-Board Chronicle, April 17, 1875; Deutscher Universitäts-Kalender, 1875.)

Comparative statistics of European school attendance, on the calculation that the children between 6 and 12 constitute the sixth part of the European population.

In Saxony the school attendance is to the population as 1 to 5; in Norway, as 1 to 6; in Prussia, as 1 to 7; in Denmark, as 1 to $7\frac{1}{2}$; in Netherlands, as 1 to 8; in Scotland, as 1 to 9; in Protestant Switzerland, as 1 to 9; in Austria, as 1 to 10; in Belgium, as 1 to $10\frac{1}{2}$; in Ireland, as 1 to 16; in Catholic Switzerland, as 1 to 16; in England, as 1 to 17; in France, as 1 to 21; in Lombardy, as 1 to 30; in Sardinia, as 1 to 64; in Portugal, as 1 to 80; in Italy, as 1 to 100; in Greece, as 1 to 118; in Spain, as 1 to 170; in Russia, as 1 to 700.—London School-Board Chronicle, March 6, 1875.

II.—NORTH AMERICA AND SOUTH AMERICA.

1. BRAZIL, constitutional monarchy, empire: Area, 3,275,326 square miles; population, 10,196,328. Capital, Rio de Janeiro; population, 260,000. Minister of public instruction, the minister of the interior, Dr. J. A. Corrêa de Oliveira.

Primary instruction, city of Rio de Janeiro.—Number of public (state) schools, 77—41 for boys and 36 for girls—with 5,721 pupils, viz, 3,088 boys and 2,633 girls. Number of municipal schools, 2—one for boys and one for girls—with 335 pupils, viz, 271 boys and 164 girls.

Number of private schools, 99—45 for boys and 54 for girls—with 5,740 pupils, viz, 3,501 boys and 2,239 girls.

The provinces.—Number of public schools, 4,173—2,709 for boys, 1,466 for girls and 3 for both sexes in common—with 139,190 pupils, viz, 98,993 boys and 40,197 girls.

Number of private schools, 899—590 for boys, 250 for girls, and 59 for both sexes in common—with 21,570 pupils, viz, 15,021 boys, 6,049 girls, and 500 whose sex is not given.

Total for the empire, 5,254 schools, with 172,556 pupils.

Secondary instruction, city of Rio de Janeiro.—State school, 1, the Imperial College of Pedro II, with 258 scholars. Private schools, 54—27 for boys and 27 for girls—with 3,214 scholars, viz, 2,393 boys and 821 girls.

The provinces.—Number of public schools 157—137 for boys, 17 for girls, and 3 for both sexes in common—with 3,808 scholars, viz, 3,209 boys and 599 girls.

Number of private schools, 198—137 for boys, 44 for girls, and 17 for both sexes in common—with 4,933 scholars, viz, 3,255 boys and 1,738 girls.

Total for the empire, 410 schools, with 8,999 scholars.

Superior instruction.—Polytechnic school at Rio de Janeiro, 502 students; law-school at Recife, 284 students; law-school at S. Paulo, 151 students; school of medicine and pharmacy at Rio de Janeiro, 615 students; school of medicine and pharmacy at Bahia, 324 students. Total, 5 schools, with 1,876 students.

Special instruction.—Business college at Rio de Janeiro, 35 students; institute for the blind, 29 students; deaf-mute institute, 16 students; academy of the fine arts, 205 students; conservatory of music, 146 students; imperial lyceum of art and industry, 1,129 students. Total, 6 schools, with 1,560 students.—Official Report for 1874.

2. BRITISH COLUMBIA, British colony: Area, 213,000 square miles; population, 10,586. Capital, Victoria. Superintendent of education, John Jessop.

Number of schools, 30, with 33 teachers. School population between the ages of five and sixteen, 2,048. Number of pupils between five and sixteen attending school, 1,223. Pupils of other ages attending school, 22. Total public-school expenditure for the year ending July 31, 1874, \$35,287.59.

Date of act respecting public schools, April 11, 1872; amendment making education compulsory, February 21, 1873.—Official Report for 1874.

3. CENTRAL AMERICA.—a. GUATEMALA, republic: Area, 41,830 square miles; population, 1,180,000. Capital, Santiago de Guatemala; population, 45,000. Minister of public instruction, M. A. Soto.

Number of primary schools, 541—358 for boys and 183 for girls—with 20,523 scholars. Total amount appropriated by the government to primary instruction, \$51,804.

b. SAN SALVADOR, republic: Area, 9,594 square miles; population, 434,520. Capital, San Salvador; population, 16,000. Minister of public instruction, D. Gonzalez.

By a decree dated October 15, 1874, a new university is to be established in the city of San Miguel. The course of instruction will embrace Spanish, French, mathematics, philosophy, universal history, rhetoric, physics, geography, natural law, Roman law, civil law, canonical law, forensic practice, public and administrative law, political economy, chemistry, natural history, anatomy, pathology, hygiene, materia medica, obstetrics, medical jurisprudence, therapeutics, pharmacy, moral philosophy, dogmatics, sacred history, English, trigonometry, and surveying.—El Nuevo Mundo, December 1, 1874.

4. CHILI, republic: Area, 130,977 square miles; population, 1,938,861. Capital, Santiago; population, 115,377. Minister of public instruction, J. A. Barcelo.

Primary instruction.—Public elementary schools, 756—466 for boys, 280 for girls, and 10 for both sexes in common—with 59,786 pupils; private elementary schools, 483—206 for boys, 131 for girls, and 146 for both sexes in common—with 20,823 pupils. Total number of elementary schools, 1,239, with 80,609 pupils. Higher primary schools, 24, viz, 17 for boys and 7 for girls. Number of normal schools, 4, viz, 1 for males and 3 for females.

Secondary instruction.—Fifteen lyceums, with 3,203 scholars.

Superior instruction.—The national institute or university, at Santiago, with 400 students.

Special instruction.—Six theological seminaries, 1 military academy, 1 naval academy, 1 conservatory of music, 1 academy of painting, 1 school of sculpture and architecture, 1 school of technology, and 1 school of agriculture.

Expenditure for public instruction in 1873, \$1,155,700, viz, \$641,700 for primary instruction, \$335,000 for secondary and superior instruction, \$107,000 for special instruction, \$42,000 for extraordinary expenses, pensions, &c.—Official Report for 1874.

5. JAMAICA, British colony: Area, 6,900 square miles; population, 510,354. Capital, Kingston. Government school inspector, John Savage.

Elementary schools.—Total number of elementary schools, 515—500 under government inspection and 15 not under government inspection. Number of pupils enrolled, 43,714; average attendance, 25,542.

Government schools.—Two, with 286 pupils on books, and an average attendance of 156.

Endowed schools.—Twenty-five, with 1,643 pupils enrolled, and an average attendance of 1,188.

Normal schools.—Seven, with 113 pupils enrolled, and an average attendance of 112.

Private schools.—One hundred and sixty, with 4,579 pupils enrolled.

Grand total, 709 schools, with an aggregate of 50,635 pupils enrolled, and an average attendance (not counting the private schools) of 26,998 pupils.

Expenditure for education.—The following may be regarded as a fair estimate of the total cost of all the schools in Jamaica in 1874:

	£	s.	d.
Government annual grants.....	12,707	12	0
Government opening grants	1,586	0	0
Schools wholly supported by government.....	637	9	9
Fees from inspected schools.....	6,057	14	0
From religious societies and private contributions.....	5,000	0	0
Elementary schools uninspected.....	20	3	0
Endowed schools.....	5,934	4	3
Normal schools.....	4,193	13	10
Private schools, (roughly estimated).....	5,600	0	0
Total	41,766	16	1

—Official Report for 1874.

6. MEXICO, federal republic: Area, 1,030,442 square miles; population, 9,176,052. Capital, Mexico; population, 200,000. Acting minister of justice and public instruction, J. D. Covarrubias.

Primary instruction.—More than half the States of the republic have passed laws making education compulsory.

Total number of primary schools, 8,040. Of these 603 are supported by the federal and State governments, 5,240 by the municipalities, 378 by private corporations, 117 by religious associations; 1,518 are private schools in which tuition is paid, and 184 are without classification. There is, therefore, one primary school to every 1,141 inhabitants.

The attendance has been during the past year 349,000, or something less than one-fifth of all the children between the ages of 6 and 13.

As regards the sexes, there are 5,691 schools for boys and 1,615 for girls, the remainder being in common for both sexes.

The total expenditure for primary instruction during the year 1874 was \$1,632,436. Of this sum, \$1,042,000 was furnished by the municipalities, \$417,000 by the general and state governments, and \$173,000 by individuals and private corporations.

Secondary and professional instruction.—The schools of this kind are entirely under the control of the general and state governments. Number of colleges, 54, with 9,337 students; number of Catholic seminaries, (having substantially the same course of study,

with the addition of theology,) 24, with 3,500 students. Of the total of 78 colleges of the republic, law is taught in 33, medicine in 11, engineering in 9, agriculture in 2, and theology in 24.

There are five special schools in the federal district, one of mines and engineering, and one each of medicine, law, agriculture, and the fine arts, the last-mentioned attended by about 700 students of both sexes.

Higher schools for girls, 15, with a total attendance of 2,300.

Total expense of supporting the government colleges during 1874, \$1,100,000, of which \$200,000 were expended in fellowships, entitling those who hold them to free board and lodging in the college building.—Official Report for 1874.

7. NEW BRUNSWICK, British colony: Area, 27,105 square miles; population, 255,594. Capital, Fredericton. Chief superintendent of education, Theodore H. Rand.

The common-schools act of 1871 came into operation in January, 1872, and the direct result of its working has stamped it as a genuine educational measure. The act provides special aid to poor districts toward the current support of schools. It provides that there shall be three trustees for each district of the province, except cities and incorporated towns, each of which shall have seven trustees. There are to be fourteen inspectors, one for each county.

Statistics.

Public schools, (including common, superior, and grammar schools:) Summer term, (closed October 31, 1874,) 979 schools, with 1,020 teachers and assistants, and 42,611 pupils. Winter term, (closed April 30, 1874,) 992 schools, with 1,045 teachers and assistants, and 44,785 pupils.

Provincial training and model school at Fredericton.—Number of teachers, 5; number of students and pupils in attendance during the summer term, 129—46 in the normal and 83 in the model department; during the winter term, 157—74 in the normal and 83 in the model department.

School finances.—Total provincial grant to the teachers for the year, \$101,519.57; total amount of county fund apportioned to the trustees, \$80,021.70; special aid to poor districts, \$18,326.64.—Official Report for 1874.

8. NOVA SCOTIA, British colony: Area, 18,000 square miles; population, 387,800. Capital, Halifax; population, 29,582. Superintendent of education, A. S. Hunt.

Primary instruction.—Number of school sections, 1,722; number of schools in winter, 1,490; in summer, 1,673. Number of teachers and licensed assistants in winter, 1,576; in summer, 1,741. Number of pupils registered at school in winter, 72,645; in summer, 79,910. Number of children at school for some portion of the year, 93,512. Proportion of present population at school for some portion of the year, 1 to 4. Total expenditure, \$552,221.40.

Normal and model school, (at Truro,) 13 teachers—4 in the normal school and 9 in the model school. Number of students, 118; number of pupils in model school during the winter term, 543; during the summer term, 614. Total government grant, \$3,913.

Secondary and superior instruction.—Special academies: Pictou Academy, 2 instructors, 120 pupils; Mt. Allison Academy, 7 instructors, 89 pupils; Horton Collegiate Academy, 6 instructors, 145 pupils; Yarmouth Seminary, 2 instructors, 45 pupils; Halifax Grammar School, 4 instructors, 60 pupils; Institution for Deaf Mutes, 5 instructors, 42 pupils; Mt. Allison Female Academy, 9 instructors, 90 pupils. Total, 7 schools, with 35 instructors and 591 pupils.

Colleges: King's College, 5 instructors, 11 undergraduates; Dalhousie College, 19 instructors, 80 undergraduates; Acadia College, 7 instructors, 39 undergraduates; St. Francis Xavier's College, 3 instructors, 41 undergraduates; Mt. Allison College, 6 instructors, 25 undergraduates; St. Mary's College, 4 instructors, 22 undergraduates. Total, 6 colleges, with 44 instructors and 218 undergraduates.—Official Report for 1874.

9. ONTARIO,* British colony: Area, 121,260 square miles; population, 1,620,851. Capital, Toronto; population, 46,092. Chief superintendent of education, E. Ryerson.

Statistics for the year 1873.

Population between the ages of 5 and 16 years.....	504,869
Colleges in operation.....	16
County high schools.....	108
Academies and private schools reported.....	265
Normal and model schools.....	3
Total public schools in operation as reported.....	4,662
Total Roman Catholic separate schools.....	170

* ONTARIO.—Since 1871 the public schools of Ontario have been absolutely free. The school revenue is derived from legislative grants and local taxes. The number of these separate schools in 1873 was 170, with 22,073 pupils. The townships are divided into school sections, each of which is controlled by a board of three trustees. Half-yearly returns and annual reports are made by the boards of trustees to the department of education. A uniform series of text-books is in use throughout the province. The text-books have (with two exceptions) been changed only once in twenty-five years. The use of foreign books is prohibited. A compulsory law, passed in 1871, requires that every child from the age of 7 to 12 years, inclusive, shall attend some school or be otherwise educated for four months in each year. There are six grades in the schools. Drawing and vocal music are taught in all the grades. Teachers' certificates are of three grades. First-grade certificates are granted only by the central board of examiners at Toronto. Second and third grade certificates are granted by the county boards. The number of female teachers is increasing every year, and that of male teachers decreasing. The salaries of male teachers in the counties range from \$110 to \$660; average \$323; and in cities from \$500 to \$850; average, \$695. The salaries of female teachers average in the counties \$229, in cities \$276. The salaries are all paid in gold. Teaching is looked upon as a life-work in Ontario, and teachers who from age or infirmity become disabled in the service receive a yearly pension from the superannuation fund.

The council of public instruction, consisting of ten members, has supreme authority in all matters relating to the public and high schools, and to the public libraries. The members of this body are elected by the people. The office of chief superintendent is non-political and permanent. Connected with the department of public instruction in Toronto is the educational museum, containing models of school buildings, school apparatus, and a large collection of paintings, engravings, and marbles.

The number of public-school libraries in the province is 1,233, containing 253,879 volumes, valued at \$147,081.

Maps, apparatus, and prize-books are furnished to schools at a reduction of 50 per cent. by the educational depository in Toronto. A legislative grant makes up the difference. During 1873 the amount expended in supplying maps, apparatus, &c., for the schools was \$42,902, of which the government paid one-half.

The high schools are of three classes, viz:

(1) High schools for teaching classical and English subjects, in which boys and girls may be instructed together or separately.

(2) High schools in which boys and girls may be instructed in English subjects alone.

(3) Collegiate institutes, for giving instruction in classical and English subjects, in which there shall be an average daily attendance of at least sixty boys in Greek and Latin.

Of the third class of high schools there are 8 in the province; of the first and second classes there are 100.

After pupils have passed the entrance examination for the high school, it is optional with them to enter the high school or remain in the public schools to complete the work of the sixth class, which corresponds precisely to the lowest class in the high school. This "overlapping" of the public and high schools is regarded by many teachers and inspectors in the province as the great defect of the school system.

The government of Ontario has made use of some of the high-school teachers for observing and recording meteorological facts. Ten of the high schools are "stations" for this purpose. The observers are paid by a special appropriation, and the best of instruments are provided for all the stations.

The receipts for the support of the 108 high schools amounted, in 1873, to \$246,801, of which \$73,463 was from legislative grant, \$96,650 from municipal grants, and the remainder from pupils' fees.

The normal school at Toronto, established in 1847, has until lately been the only institution in the province of Ontario for the training of teachers. Another has recently been opened at Ottawa. Over 7,000 teachers have been trained in the school at Toronto. A normal-school course, with requisite practice in the model-school, and a certificate to that effect, entitles a pupil to become a candidate for a first or second class certificate, without spending in the one case *five* and in the other *three years*; the actual teaching of a school, which is otherwise required in addition to passing the examination.

CXLVIII REPORT OF THE COMMISSIONER OF EDUCATION.

Grand total educational establishments in operation.....	5, 124
Total students attending colleges and universities.....	2, 700
Total pupils attending county high schools.....	8, 437
Total pupils attending academies and private schools.....	7, 758
Total students and pupils attending normal and model schools.....	800
Total pupils attending public schools.....	438, 911
Total pupils attending the Roman Catholic separate schools.....	22, 073
Grand total of students and pupils at all the schools	480, 679
Total amount paid for the salaries of public and separate school teachers. \$1, 520, 123	
Total amount paid for the erection or repairs of public and separate school-houses, and for libraries and apparatus, books, fuel, stationery, &c \$1, 084, 403	
Grand total paid for public and separate school teachers' salaries, the erection and repair of school-houses, and for libraries and apparatus.....	\$2, 604, 526
Total amount paid for high-school masters' salaries.....	\$165, 358
Total amount paid for erection and repairs of high-school-houses.....	\$32, 939
Amount received for other educational institutions, &c.....	\$455, 302
Grand total paid for educational purposes.....	\$3, 258, 125
Total male public-school teachers	\$2, 551
Total female public-school teachers	\$3, 061
Grand total public-school teachers.....	\$5, 642
—Official Report for 1874.	

10. PRINCE EDWARD ISLAND, British colony: Area, 2,173 square miles; population, 94,201. Capital, Charlottetown; population, 8,607. Secretary of the board of education, J. McNeile.

Total number of schools in the three counties, 395; number of scholars registered, 16,292; average daily attendance, 9,411; number of teachers, 358.—Official Report for 1874.

11. QUEBEC, British colony: Area, 210,020 square miles; population, 1,191,516. Capital, Quebec; population, 59,699. Minister of public instruction, Gédéon Ouimet.

Number of public schools, 4,237, with 226,719 pupils; total expenditure for public instruction, \$1,171,856; number of normal schools, 3, with 254 students; number of private schools, 220, (186 Protestant and 34 Roman Catholic,) with 7,665 pupils, viz, 6,156 in the Protestant schools, and 1,509 in the Roman Catholic schools.—Official Report for 1874.

The following table gives a summary of the progress of public education during the last twenty-five years:

Year.	Number of public schools.	Total receipts.	Number of pupils.
1850.....	3, 059	\$434, 438	151, 891
1860.....	3, 969	1, 324, 272	301, 164
1870.....	4, 566	1, 944, 364	421, 866
1875, estimated	4, 675	2, 800, 000	460, 000

Year.	Number of high schools.	Number of pupils.
1850.....	57	2, 070
1860.....	88	4, 546
1870.....	101	7, 351
1875.....	108	8, 560

12. UNITED STATES OF COLOMBIA, federal republic: Area, 432,400 square miles; population, 3,000,000. Capital, Bogota; population, 50,000. Minister of public instruction, V. G. Manrique.

Primary instruction.—Number of public schools, 1,198, and number of private schools, 615. Total number of primary schools, 1,814, with 42,577 pupils—31,000 boys and 11,557 girls.—El Educador Popular, June, 1874.

III.—AUSTRALASIA.

1. NEW SOUTH WALES, British colony: Area, 323,437 square miles; population, 503,981. Capital, Sydney; population, 134,755. President of the council of education, J. Smith; secretary, W. Wilkins.

Public schools, 400, with an average enrollment of 43,831 pupils; amount of school-fees, £28,579 15s. 11½d.

Provisional schools, 216, with an average attendance of 7,466 pupils; amount of school fees, £3,430 15s. 11d.

Half-time schools, 117, with 2,209 pupils; amount of school fees, £529 15s. 1d.

Denominational schools, 209, with 33,512 pupils; amount of school fees, £16,406 19s.

Grand total, 942 schools, with 92,018 pupils; amount of school fees, £48,947 5s. 11½d.

School attendance.—From inquiries instituted through the council's inspectors in 1873, it appears that, exclusive of the great pastoral districts of the interior, upward of 25,000 children attend no school, and, as far as could be ascertained, receive no systematic instruction. Of these about 3,000 reside in localities in which no schools at present exist, 5,000 will be provided for by schools in course of establishment, and the remaining 17,000 do not avail themselves of facilities for education placed within their reach.

The proportion of pupils in daily attendance to the total number enrolled was, for all schools, and for the whole year, 66 per cent. only, and at no part of the year did the proportion rise above 68.5 per cent.

Teachers.—At the close of 1873 there were in the service of the council 950 principal teachers, 167 assistants, and 272 pupil-teachers; in all 1,389. Their aggregate emoluments for the year were, from salaries, £82,414 17s. 2d; from school fees, £48,947 5s. 11½d; total, £131,362 3s. 1½d. The highest salary paid to any teacher during the year was £200; the average salary paid in the public schools being £107 3s. 4d.—Official Report of 1874.

2. NEW ZEALAND, British colony: Area, 102,000 square miles; population, (January, 1873,) 279,500. Capital, Auckland; population, 20,425.

Total number of schools at the beginning of 1873 was 467. There were 704 teachers in these schools, while the total number of pupils on the books was 27,096.—London School-Board Chronicle, February 27, 1875.

3. QUEENSLAND, British colony: Area, 678,600 square miles; population, (December 31, 1872,) 133,553. Capital, Brisbane; population, 19,413. Chairman of the board of education, Hon. Arthur Macalister; secretary, E. Butterfield.

Number of schools in operation, 203; number of new schools opened, 45; number of schools closed in previous year, 5; number of applications dealt with for new schools or additions, 58; number of new vested schools completed, 40; increase in number of schools in operation, 40; number of vested schools in operation, 127; number of non-vested schools in operation, 36; number of provisional schools in operation, 40; number of teachers, including pupil-teachers, 590; aggregate attendance of scholars, 29,012; average attendance of scholars, 15,045; parliamentary vote for education, £72,000; local subscriptions for school buildings, £3,116 17s. 6d.; salaries and allowances of officers of the department, (including inspectors and their traveling expenses,) £4,295 16s. 11d.; salaries and allowances of teachers, £44,606 10d.; buildings, furniture, and repairs, £29,035 17s. 3d.; total expenditure out of parliamentary vote, £77,474 2s. Total expenditure out of local subscription, £2,638 8s. 2d.

Statistics of training classes during the year 1874.

	Male.	Females.	Total.
Pupil-teachers on the class-roll January 1.....	19	31	50
Pupil-teachers admitted during the year.....	12	20	32
Aggregate number in attendance during the year.....	31	51	82
Left the class during the year.....	10	12	22
Pupil-teachers on the class-roll December 31	21	39	60

—Official Report for 1874.

4. SOUTH AUSTRALIA, British colony: Area, 760,000 square miles; population, (estimated, middle of 1873,) 192,500. Capital, Adelaide; population, 27,308. Chairman central board of education, John A. Hartley.

Number of schools in operation, 320; number of scholars on the rolls during one month, 17,426; average attendance for one month, 13,774; average number on the roll at each school, 54; average attendance at each school, 43; percentage of attendance to the number on the rolls during one month only, 79; number of licensed teachers, 313—216 males and 97 females. Average roll number of scholars in model schools, 739; average daily attendance in model schools, 586. Total amount expended for educational purposes, £31,476 19s. 11d.—Official Report for 1874.

5. TASMANIA, British colony: Area, 26,215 square miles; population, (estimated December 31, 1873,) 104,217. Capital, Hobart Town; population, 19,092. Secretary of council of education, George Richardson.

The educational system of Tasmania is under the management of a council. There are six public schools in Hobart Town, three in Launceston, and at least one in every country township, (numbering 141,) supported by the government, and open to all, under a board, under whose supervision is the distribution of all moneys voted by the parliament for the purposes of public education.

In 1873, 141 schools in all were in operation, the average attendance being 7,047, 10,803 scholars being on the rolls; 105 male teachers, 108 female teachers, and 32 pupil-teachers and paid monitors. Average cost of each scholar, £2 7s. 8d.

Number of superior schools, 4.

Attendance of children at school is compulsory, under a fine of £2, unless it can be shown that the child is being privately educated or is prevented by sickness or other valid cause from being present. In 1870 the number of persons in the colony of all ages who were unable to read was 29,444.

There are three ragged-schools, all in Hobart Town, with an average daily attendance of 352. These schools are supported by private subscription and government aid.—London School-Board Chronicle, April 17, 1875.

6. VICTORIA, British colony: Area, 88,198 square miles; population, 790,492. Capital, Melbourne; population, 193,698. Minister of public instruction, Angus Mackay.

Statement, June 30, 1874, showing the progress made since the education act came into operation, January 1, 1873:

Number enrolled during 1872, 135,962; average attendance, December, 1872, 66,439; average attendance for the year 1872, 68,436; number enrolled during 1873, 207,826; average attendance for 1873, 93,746; highest average attendance for 1873, September, 101,910; average attendance, as shown by the returns received, for five months of 1874, 98,813; average attendance for February, 1874, 104,115.

From a special return furnished by the teachers, it was found that less than 16,000 of the scholars on the rolls during 1873 had been hitherto attending private schools. Allowing this number, their average attendance would be about 8,000. There is, therefore, comparing the returns for 1873 with those for 1874, an increase of about 56,000 on the rolls, and 24,000 in average attendance, derived from other sources than the private schools.

The number of schools in operation at the end of June, 1874, was 1,113, viz, 531 state schools in buildings the property of the minister; 457 state schools in leased buildings, and 125 capitation schools.

The total population of the colony, corrected for increase since the census was taken in 1871, is 790,492, and the number of persons between the ages of three and sixteen is 251,876; of these there are below six years of age, 73,007; between six and fifteen, (school age,) 196,789; from fifteen to sixteen, 12,080.

The following table shows, so far as can be ascertained, the number at each age attending schools of any kind, and the number not attending any school :

School population.	3 to 5 years.	6 to 15 years.	16 years.	Total.
Attending state schools.....	42, 728	136, 271	2, 132	181, 131
Attending industrial and reformatory schools.....	350	1, 250	81	1, 681
Attending grammar-schools		1, 150	80	1, 230
Attending private schools	3, 180	12, 000	300	15, 480
Number under and over school age not attending any school	26, 749		9, 457	36, 206
Remainder of school age not attending any school		46, 118		46, 118
Total	73, 007	196, 789	12, 080	281, 876

Totalexpenditure (1873-74) for educational purposes, exclusive of buildings, £317,072, being at the rate of £3 4s. 2½d. per child.

Total number of teachers, 3,149, viz, 1,092 head teachers, 793 assistants, 411 work-mistresses, and 948 pupil-teachers.—Official Report for 1873-74.

PAYMENT OF TEACHERS OF THE DISTRICT OF COLUMBIA UNDER SUPERVISION OF THE COMMISSIONER.

Under the act of Congress approved April, 1874, it was made the duty of the Commissioner to disburse an appropriation of \$97,740.50 for the payment of teachers in the public schools of the District of Columbia. The entire amount has been disbursed under warrants issued to W. L. Cowan, treasurer of the Washington white schools, amounting to \$53,898.40; to C. A. Stewart, treasurer of the colored schools, amounting to \$23,266.19; to W. W. Curtis, treasurer of the Georgetown schools, amounting to \$5,160; and to George E. Baker, comptroller of the District, for the schools of the county, amounting to \$415.58. In each case the parties receiving the money had given bonds covering the amount paid over. The treasurer of the county schools not having been required to give any bond, the District comptroller made the disbursement as stated.

It is due to say that every aid possible in the making of the disbursement was rendered by the governor, treasurer, and comptroller of the Territory, and by Superintendents Wilson and Cook, and the several officers of the school-boards. A full report is on file in this Office from Comptroller Baker, and the vouchers for the appropriation by Congress have been filed with the First Comptroller of the United States Treasury.

RECOMMENDATIONS.

I have the honor to recommend—

First. An increase of the permanent force of the Office.

The experience of the Office indicates clearly that the collection of educational information, and publication of the same, as required by the law regulating it, cannot be properly done with the present limited clerical force.

Secondly. The enactment of a law requiring that all facts in regard to national aid to education, and all facts in regard to education in the Territories and the District of Columbia, necessary for the information of Congress, be presented through this Office. For the purpose of enabling the Government to meet its responsibilities with respect to the education of the people in the Territories, I recommend that the office of superintendent of public instruction for each Territory be created, to be filled by appointment by the President, his compensation to be fixed and paid as in the case of other Federal appointees for the Territories.

Thirdly. In view of the large number of children growing up in ignorance, on account of the impoverished condition of portions of the country, and in view of the special difficulties in the way of establishing and maintaining therein schools for universal education, and in consideration of the imperative need of immediate action in this regard, I recommend that the whole or a portion of the net proceeds arising from the sale of public lands shall be set aside as a special fund, and its interest be divided annually, *pro rata*, between the people of the several States and Territories and the District of Columbia, under such provisions in regard to amount, allotment, expenditure, and supervision as Congress in its wisdom may deem fit and proper.

Fourthly. I respectfully recommend that such provision as may be deemed advisable be made for the publication of ten thousand copies of the report of this Bureau, immediately on its completion, to be put at the control of the Bureau for distribution among its correspondents, in addition to the number ordered for distribution by members of the Senate and House.

CONCLUSION.

I have great satisfaction in commending the ability and increased efficiency of my assistants in the Office.

Dr. Charles Warren, the chief clerk, as the one next to me in responsibility, deserves special mention.

I am under obligations to the honorable Secretary of State for aid in carrying on the correspondence of the Office with foreign countries; also to Prof. Joseph Henry, Secretary of the Smithsonian Institution, for the exchange of documents; also to the Congressional Printer; to the Chief of the Bureau of Statistics; to the Commissioner of Indian Affairs, and the Commissioner of Patents.

Another year has added a large measure to my obligations to the Assistant Secretary, to yourself, and the President for most cordial co-operation and thoughtful direction in the discharge of my duties.

I am, sir, very respectfully, your obedient servant,

JOHN EATON,
Commissioner.

Hon. C. DELANO,
Secretary of the Interior.

ABSTRACTS

FROM

THE OFFICIAL REPORTS OF THE SCHOOL OFFICERS
OF STATES, TERRITORIES, AND CITIES,

WITH

ADDITIONAL INFORMATION FROM VARIOUS SOURCES.

PREFATORY NOTE.

The following abstracts of education in the States and Territories are derived from a great variety of sources. First among these come reports of State officials, such as State boards of education and State superintendents of instruction; next, those of county and city superintendents, school committees, acting school visitors, and principals of State institutions. From these are obtained nearly all the information given respecting elementary and special instruction, city school systems, and normal schools, and much of that relating to secondary schools, as the high schools of the States and cities. What concerns private secondary schools is almost wholly from returns made by the principals of these to the Bureau of Education, supplemented by catalogues and other documents.

For the matter relating to universities, colleges, and scientific and professional schools, dependence is based on the annual catalogues of these institutions, on occasional circulars issued by them, and on special returns, made usually in the autumnal and winter months, in reply to circulars of inquiry sent them by the Bureau.

In every instance, official authority only is relied upon for statements distinctly and definitely made, though sometimes interesting information from other than official sources may be given. In such cases, however, the authorship is given and the effort is always made to verify the statement before it is committed to the press.

The matter derived from the various sources above indicated is formulated, in the abstracts of education for each State, substantially in accordance with the schedule given below.

GENERAL PLAN OF ABSTRACT.

1. ELEMENTARY INSTRUCTION (a) Statistics.
(b) Public school systems, marking specially anything new and noteworthy.
(c) City school systems and their peculiarities.
2. TRAINING OF TEACHERS (a) Normal schools and normal departments.
(b) Teachers' institutes.
(c) Teachers' department of educational journals.
3. SECONDARY INSTRUCTION (a) Academies.
(b) High schools.
(c) Preparatory schools.
(d) Business colleges.
4. SUPERIOR INSTRUCTION (a) Colleges for men, with universities.
(b) Colleges for women.
(c) Resident graduate courses.
5. SCIENTIFIC AND PROFESSIONAL INSTRUCTION.. (a) Training in scientific schools and agricultural colleges.
(b) Training in theology.
(c) Training in law.
(d) Training in medicine.
6. SPECIAL INSTRUCTION (a) Deaf, dumb, blind, &c.
(b) Musical conservatories.
(c) Art training beyond that in schools.
7. EDUCATIONAL CONVENTIONS..... (a) Meetings of State associations.
(b) Special meetings of teachers, school principals, and superintendents.
8. NOTEWORTHY BENEFACCTIONS.
9. OBITUARY RECORD (a) Brief memorials of teachers, superintendents, and other promoters of education deceased during the year.
10. LIST OF SCHOOL OFFICIALS..... (a) State boards of education or State superintendents.
(b) County, city, or town superintendents.

The statistics furnished the Bureau, in answer to its circulars of inquiry, are, for convenience of reference and comparison, given in tables at the conclusion of this volume, while summaries of these statistics may be found under their appropriate heads in the preceding special report of the Commissioner.

For the general courtesy with which his circulars have been replied to, alike by State and city officials, by college presidents, and heads of schools, as well as for documents additional to these replies, the Commissioner of Education herewith tenders his cordial acknowledgments and thanks to all concerned.

ALABAMA.

STATISTICAL SUMMARY.

The following embody the only statistics respecting schools that can be gathered from the report of the retiring superintendent (Hon. Joseph H. Speed) for the schoolastic year 1873-'74 or from the returns of the same period made directly to the Bureau:

RECEIPTS.

State appropriation for schools, less the poll-tax	\$393,859 86
Unapportioned balance for 1873.....	3,220 56
Normal school funds, reverted.....	8,000 00
Total receipts	405,080 42

EXPENDITURES.

Apportioned among counties and cities.....	\$368,251 14
Apportioned pay of county superintendents.....	25,000 00
Apportioned normal schools and colleges	8,000 00
Apportioned contingent fund	1,000 00
Apportioned department clerk	1,500 00
Apportioned library fund	50 00
Apportioned special appropriation.....	500 00
Total expenditure.....	404,301 14

This leaves an unapportioned balance of \$779.28.

The apportionment to the normal schools was distributed as follows:

State normal college for white teachers, located at Florence.....	\$5,000 00
State normal college for colored teachers, located at Marion	2,000 00
State normal college for colored teachers, located at Huntsville.....	1,000 00
	8,000 00

ELEMENTARY INSTRUCTION.

PAST HINDERANCES.

For the maintenance of the schools, required by those who depend for education on the State, the legally-established school system appears to be well adapted. But every system of State schools must fail somewhat of success; unless all agencies concerned in it be in full co-operation. And such co-operation, unfortunately, has not existed here. In a memorial presented by the board of education to the general assembly of 1873-'74, they say that "since the organization of the present school system, in 1863," the provision of the constitution which requires the inviolable devotion of certain revenues and school funds to the purposes of education "has been disregarded by each successive legislature." "Each year an increasing percentage of the school fund has been diverted from its legitimate use to the defraying of the general expenses of the State." The indebtedness of the State to the school fund, from this diversion of the revenues, had risen from \$187,872.49, at the end of 1869, to \$1,260,511.92, at the end of 1873, in which year, out of \$522,810 apportioned for educational purposes, only \$68,313.93 was paid from the State treasury, (memorial of the board of education, 1873.) The result has been an almost entire paralysis of primary education in the State. In cities, where local means are more abundant and where the number of pupils secures aid from the Peabody fund, instruction has gone forward; but in the country districts and small towns there was for the year 1873 a general closing of the public schools, from inability to pay the teachers.

The State superintendent earnestly insists that, if the State cannot pay back to the school fund the money taken from it, there should be at least an issuance of promises to pay, in the form of teachers' warrants, and that these promises should bear the usual legal rate of interest, (address of Hon. Jos. H. Speed, State superintendent of public instruction, to the board of education, November 18, 1873.)

CONTINUED DIFFICULTIES.

In his report for 1874, Mr. Speed, the retiring State superintendent, says that during the past school year the difficulties above referred to have neither been removed nor lessened. On the contrary, some new complications have, unfortunately, arisen out of measures adopted for the relief of the school system.

For instance, under an act approved April 19, 1873, 90 per cent. of the amount appropriated to the several counties for school purposes was required to be retained in the counties and disbursed upon drafts of the school authorities. The object of the law was to save the sending of money from the counties to the State treasury and back again, as well as to make more speedily available the funds applicable to the payment of teachers. But the practical working of it has proved unsatisfactory and embarrassing. In some cases it proved hard to make the county superintendents understand how the 90 per cent. was to be drawn, and still harder to bring them to conform to the conditions which the new system imposed. In other cases, the warrant drawn upon the county treasurer exceeded the amount collected or collectible within the county. In yet others, partial settlements of the sums due from tax collectors had been made and the amount covered into the State treasury before the warrants for the 90 per cent. were issued, and consequently the county treasuries did not contain enough to satisfy the call made on them. Hence came new deficiencies in the sums relied on for paying teachers; deficiencies, too, for which no legal remedy existed. The credit of the State was thus once again impaired, and the poor teachers, some of them still suffering from past delinquencies, were called to wait for the enactment of some means for meeting the debts due them.

IMPORTANCE OF SOME REMEDY.

For meeting and remedying the financial trouble thus existing the superintendent urges, as in his previous report, that some plan be early matured and adopted by the law-makers. Justice towards the teachers, who faithfully and thanklessly labor in the schools, he thinks imperatively demand such action. But there are other important considerations.

(1) *Good teachers are essential to effective school work.*—But good teachers cannot be had in anything like sufficient numbers unless they can be assured of prompt and honest payment for the work which they perform. Sure payment of even high wages will not, it is true, make good teachers out of poor ones; but when the pay is adequate and certain competition becomes active, selections can be made on the ground of ability, and teachers are stimulated to prepare themselves for their business as do the followers of any other lucrative employment.

(2) *And then a good teacher becomes a better one by being freed from all anxiety about home concerns.*—He is a human being and has the current needs and feelings of his race. He can work with springing earnestness and ready power, if those feelings are regarded and those needs met. But he cannot do his duty in his classes with the harassing fear of hunger hanging over him, nor can he properly govern his school and teach the sciences, when, for lack of pay that is due him from the State, those dependent on him are suffering at his home.

(3) *The continuous services of good teachers go far also to advance their schools.*—New-comers to the place of an instructor have to spend usually some time in studying the characters of pupils and getting the reins of government in hand; but one continuously employed knows all his pupils and has the benefit of an established discipline. He has no need to find out where he must begin, but takes up work where he knows it was left off, and thus saves time and labor. But this cannot be unless there is such continuity of pay as to secure continuity of service. Men paid uncertainly and poorly must soon or late lose heart for their engagements and drift away to other occupations or to more promising and remunerative fields. Such has been the case from the embarrassments referred to; such will be, till the lack of teachers' pay is remedied.

OTHER THINGS REQUIRED.

Next, after certain pay in its importance, the superintendent puts a personal interest in the schools upon the part of parents. He justly rebukes their too-frequent neglect of any active co-operation with the teachers, and says that if they could be induced to show a practical interest by visiting the schools, not only on examination days, but once or twice during the term, the beneficial results would be at once apparent. Teachers would be inspired and pupils be aroused by the mere presence of friends, that come to look after the latter and to encourage the former in his work.

Better and better-furnished school-houses he holds to be another urgent need. Buildings uncomfortable and unattractive, in which the pupils are worse housed than the cattle on the farms and in which during the winter they must often sit in damp clothing and with chilly feet, exposed to draughts from which there is no screen, he rightly says, must have very small enticements to attendance and must implant the seeds of disease more deeply than the seeds of knowledge. If children are to be attracted to the schools, they must not only have good teachers, but good buildings, with comfortable seats and pleasant desks and all the needful maps and apparatus. Good schools will go far to make good scholars.

CITY SCHOOL SYSTEMS.

MOBILE, 1874.*

The school system of this city is regulated by a special local law, which puts the schools of both city and county under the direction of a board of commissioners, composed of a county superintendent and twelve other members, whose term of office is six years. The commissioners meet four times annually, receiving pay for two days' session each time, and may meet as much oftener as they think fit without pay, the county superintendent presiding at the sessions. Their duties are to examine teachers, approve contracts, supervise the general interests of free schools, and act as trustees for all funds, buildings, and other property which may be given, by bequest or otherwise, for the benefit of free schools. In addition to the day schools under their direction, they have power to establish such night schools as they deem necessary, which may be attended by persons over the age of 21.

The estimated present population of the city is given as 45,000; the legal school age, 5 to 21; the total number of this age, 18,044; the number of these enrolled not given, but the average attendance, both of male and female pupils, put at 98 per cent.; the number of school-rooms 30, including 23 primary, 5 grammar, and 2 high schools; the number of teachers, 100, of whom 75 are males and 25 females; the number of days that schools were taught, 172; the value of school-property, \$32,000; the local tax for school purposes, one-tenth of 1 per cent.; the amount received from State taxation, \$21,000, from local, \$33,000; whole expenditure for schools, \$56,448.

TRAINING OF TEACHERS.

This, here as elsewhere, is promoted by a system of normal schools and teachers' institutes.

NORMAL SCHOOLS.

In the abstract of educational matters in this State for 1873, notice was taken of normal departments in the State University, in Talladega College, and in five schools sustained by the American Missionary Association. Apparently supplanting one of these and additional to the others, there are noted, in the State report issued in 1874 and covering 1873, normals for the training of colored teachers, at Montgomery, at Marion, at Huntsville, and at Sparta. The one at Marion, which is supposed to take the place of the normal department of the Lincoln school there, is meant to be not only a normal school, but also eventually a university for the colored race. It reported to the State board an attendance of 55 pupils in 1873, of whom 20 are said to have taught with success in public and private schools. That at Huntsville reported an average attendance of from 36 to 42 for each term of the preceding school year, the aggregate enrollment for the year being 158 and the aggregate of average attendance 117. From the two others no report appears, nor any from the normal department of the university, while the one at Sparta is unnoticed in the list for the year 1874.

Besides these schools, another, for white male students, was opened in September, 1873, in the buildings which formerly belonged to the Wesleyan University at Florence, the trustees having turned these over to the State for normal school purposes. Ten students formed the normal class in this institution, November 18, 1873, with 70 others admitted for a small tuition-fee to the advantages of the school course. The greater part of the latter being females, the State board resolved to widen the original basis, and make it "a school for the education of white male and female teachers," admitting still, however, other students on the payment of tuition-fees. An act authorizing this change was signed by the governor December 5, 1873. The school thus established is organized in four departments, each represented by a professor in the faculty, viz, mental and moral science, mathematics, ancient languages, English language and literature.

An apportionment of \$5,000 to the normal department of the university for the session of 1873-74 (report of State superintendent of instruction for 1873, p. 158) appears to indicate its continued existence, notwithstanding the absence of report from it, while the normal class at Talladega College is reported for 1874 to have numbered 112.

There are thus apparently existent in the State no less than 10 institutions in which the training of teachers is more or less carried forward, 8 of these being for the colored race and 2 for the white.

TEACHERS' INSTITUTES.

The law defining the duties of county superintendents makes it one of those duties to "organize and hold annually, as far as practicable, at such time and place as they may deem most convenient, county conventions of teachers or teachers' institutes, and provide for the delivery of lectures and instructions in methods of teaching during the session of such convention or institute." To what extent these means of improving teachers have been established and kept in operation does not appear, but from the re-

*School law and special returns from Superintendent E. K. Dickson.

gret expressed by the retiring State superintendent, that he has found it impossible to give to the formation of them the attention necessary, it is feared that they have not been generally organized. He says, however, (page 12 of report for 1874:) "In some of our cities these institutes have been formed with the same success which has attended them everywhere, and the limited experience we have had confirms the general verdict regarding them, which may be summed up by saying that the best and most efficient workers in the school-room are those who most regularly attend the teachers' institute and take the most interest in its proceedings."

SECONDARY INSTRUCTION.

In this State, 4 academies and high schools for boys report a total of 8 teachers and 277 pupils, 81 of whom are pursuing a classical course, 10 preparing explicitly for a collegiate classical course, and 6 for a scientific. Drawing and music are taught in one of these schools, (Hamner Hall, Montgomery,) and there also a chemical laboratory and philosophical apparatus are possessed.

One school for girls (the Masonic Female Institute at Dadeville) reports 4 teachers and 60 pupils, 50 of whom are in an English course and 10 in a classical, 4 preparing for a classical course in college and 4 for a scientific. Vocal and instrumental music are taught and natural sciences illustrated by laboratory and apparatus.

Two schools for boys and girls report 10 teachers and 445 pupils; 414 in English studies, 23 in classical and 18 in modern languages. In one, (the Green Springs school,) instrumental music, chemical laboratory, and apparatus; in the other, (the Burrell school, at Selma,) vocal music and philosophical apparatus.

SUPERIOR INSTRUCTION.

UNIVERSITY OF ALABAMA, TUSCALOOSA.

With the zeal for college-training which marks the southern people, this university has been kept in operation by the State, while the common schools have been suffered to go down. A report presented to the board of regents at the close of 1873 covers the preceding school year and shows that there had been in attendance 135 matriculated students, distributed as follows: In the school of Latin, 79; Greek, 22; modern languages, 54; English language and literature, 126; moral philosophy, 8; natural philosophy, 9; mathematics, 116; chemistry, 36; geology, 8; natural history, 32; military engineering, 14; law, 4. Of these, 4 completed the course in Latin; 3 in Greek; 6 in French; 3 in German; 6 in English; 6 in moral philosophy; 4 in natural philosophy; 2 in mathematics; 10 in chemistry; 5 in geology, and 5 in natural history; while 2 that had pursued the full studies for bachelor of philosophy received that degree; 2 others, under like condition, that of A. B.; and one that had gone through a post-graduate course in three schools received that of master of arts. The total number of students reported for the session of 1874-'75, counting none twice, is 76; 1 of these is a post-graduate.

All the students, except those specially infirm, are subjected to military drill, and all, without exception, are under military discipline, partly for health's sake, partly to preserve good order, and partly to develop the manly form and bearing which mark an accomplished gentleman.

Some changes have occurred in the faculty. Prof. William J. Vaughn having resigned the chair of mathematics, Asst. Prof. H. S. Whitfield was elected to fill his place and the assistant professorship abolished. Gen. George D. Johnston having also resigned his place as commandant and professor of military engineering, Prof. E. A. Smith, of the chair of geology, was made commandant, with Major T. C. McCorvey as assistant. President N. T. Lupton tendering to the board of regents his resignation, to take effect in the summer of 1874, the board, in commencement-week of that year, elected to the presidency Carlos G. Smith, LL. D., of Huntsville, (proceedings of board of regents, December, 1873.)

THE SOUTHERN UNIVERSITY, GREENSBORO.*

Methodist Episcopal. Organized, like the State University, on the plan of separate schools, in any one of which a student may graduate, while, to obtain a degree, as of bachelor of philosophy, bachelor of arts, he must graduate in a certain prescribed number of schools. For that of master of arts, he must go through all the schools and, in addition, sustain an approved examination on a variety of designated studies. Schools of biblical literature, law, and medicine exist here, and, besides the usual collegiate degrees, those of bachelor of divinity, bachelor of law, and bachelor of medicine may be obtained.

HOWARD COLLEGE, MARION.*

Baptist. Organized on the European plan of schools, with liberty of graduation in a single one and a necessity for going through a certain number in order to an aca-

* From reports for 1873-'74.

demic degree. No degrees or honors except upon proved attainments. Students in 1873-'74, 95, 1 graduating as bachelor of arts. For 1874-'75, preparatory, 23; collegiate, 70. The college has paid off, in the year past, a debt of nearly \$11,000.

SPRING HILL COLLEGE, near MOBILE.*

Roman Catholic. Under the charge of Brothers of the Society of Jesus, this college is marked by the peculiarities of their educational system, especially in large devotion to classical studies. It has a preparatory course, intended to last *one* year; a classical, intended to last *six*; and a commercial, intended to last *three*. Premiums for excellence are largely distributed.

TALLADEGA COLLEGE, TALLADEGA.†

Chartered as a college, with a special view to the elevation of the colored race, this institution has had to manufacture its raw material into forms appropriate for collegiate training. Its classes thus far have ranged from primary up through intermediate, normal, preparatory, common school normal, higher normal, to junior-middle, and senior-preparatory. Its history as a college proper began with the session of 1873-'74, when the senior-preparatory students of the preceding year entered upon the studies of the freshman class.

COLLEGES FOR WOMEN.

Ten such in this State, with 87 teachers and 278 preparatory students, report 483 regular collegiate students, 42 in a partial collegiate course, and 21 post-graduates; total of students, 664. Eight of these institutions are authorized to confer degrees and as many have libraries of 200 to 3,000 volumes. In all the 10, vocal and instrumental music, drawing, and painting are taught; in nine of them, French, also; in 7, German; in 1, Spanish, and in 1, Italian; 8 have laboratories; 5 apparatus for philosophical illustration, and 3 have gymnasiums.

Statistics of universities and colleges, 1874.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship-funds.	
Howard College.....	6	0	23	70	\$60,000	\$0	\$0	\$2,500	\$0	\$0	*1,900
La Grange College.....	6	.....	153	128	80,000	51,000	4,000	.....	.....	.....	2,000
Southern University†.	6	.....	125	.....	120,000	.....	.....	.....	.....	.....	5,000
Spring Hill College†.	22	.....	25	.....	50,000	.....	.....	.....	.....	.....	0
Talladega College†.	13	.....	0	76	120,000	300,000	24,000	1,500	0	0	4,000
University of Alabama	9	0	0	.....	.....	.....	.....	.....	.....	.....	.....

* Includes society libraries.

† Statistics for 1873.

‡ Students unclassified.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

ALABAMA AGRICULTURAL AND MECHANICAL COLLEGE, AUBURN, LEE COUNTY.

The catalogue of this institution for 1873-'74 presented the following summary of its corps of students: Fifth class, 53; fourth, 34; third, 13; second, 5; first, 3; total, 103.

Schools of law exist at the State University and the Southern University at Greensboro'. The former requires one year and a half for the completion of its course. At the latter the length of the course is not indicated beyond the fact that there are two classes, a junior and senior.

A school of medicine exists also at Greensboro', in connection with the Southern University, where no length of course is given, and in the Medical College of Alabama, at Mobile, where the course is two years.

A school of biblical literature, with a two years' course, is provided for in the South-

* From reports for 1873-'74.

† From reports to American Missionary Association, 1873-'74.

ern University, embracing the main topics of a theological training, while some such training appears also to be given at Howard and Talladega Colleges.

The normal school at the University of Alabama requires three years for the completion of its course. The lower normal at Talladega College takes two years, with an additional year for the higher normal course.

Statistics of schools for scientific and professional instruction.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	
SCHOOL OF SCIENCE.									
Agricultural and Mechanical College of Alabama.	7	.....	108	3-4	\$100,000	\$253,000	\$20,000	\$2,000	2,000
SCHOOL OF THEOLOGY.									
Howard College school of theology.	1	0	8	2	.....	0	0	.....	300
SCHOOL OF MEDICINE.									
Medical College of Alabama	9	.....	95	2	150,000	0	0	.....	500

SPECIAL INSTRUCTION.

ALABAMA INSTITUTION FOR THE DEAF, DUMB, AND BLIND.*

The receipts of this school for the unfortunate have been apparently about \$3,000 less for 1873-'74 than for the year 1872-'73, the expenditures, however, by judicious care, being kept within the income.

The number of pupils during the year has been 67, of whom 52 were mutes and 16 blind. The officers and teachers have been the same as in the preceding year, except that the place of matron has been vacant during a part of 1874, the duties of the position being meanwhile performed by the wife of the principal. The health of the pupils is said to have been good, the work in the school-rooms carefully and satisfactorily done, the progress in mechanical employments only partially successful, the building and premises well kept and in good order, a new shop for employment of the pupils being an important addition.

LIST OF SCHOOL OFFICIALS IN ALABAMA.

Hon. JOHN M. MCKLERoy, *superintendent of public instruction, Montgomery.*

STATE-BOARD OF EDUCATION.

County and district.	Name.	Post-office.
Montgomery.....	Hon. John M. McKleroy, superintendent of public instruction, and ex officio president.	Montgomery.
Mobile, first	D. C. Rugg	Mobile.
Wilcox, first.....	W. B. H. Howard.....	Camden.
Crenshaw, second.....	John A. Padgett.....	Rutledge.
Dale, second.....	G. M. T. Gibson	Ozark.
Lee, third.....	O. D. Smith.....	Auburn.
Tallapoosa, third.....	J. P. Oliver	Dadeville.
Hale, fourth.....	John T. Foster.....	Greensboro'.
Shelby, fourth.....	N. B. Mardis.....	Columbiana.
St. Clair, fifth.....	L. F. Box	Ashville.
Calhoun, fifth.....	J. H. Francis	Jacksonville.
Limestone, sixth.....	J. N. Martin.....	Mooreville.
Walker, sixth.....	A. H. McClung	Jasper.

*From fourteenth annual report.

List of school officials in Alabama—Concluded.

CITY-SUPERINTENDENTS.

City.	Superintendent.	Post-office.
Montgomery.....	H. M. Bush.....	Montgomery.
Selma.....	W. C. Ward.....	Selma.
Birmingham.....	L. H. Mathews.....	Birmingham.
Eufaula.....	M. B. Wellborn.....	Eufaula.
Huntsville.....	T. J. Mahew.....	Huntsville.

COUNTY-SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Autauga.....	Thomas L. Saddler.....	Prattville.
Baldwin.....	J. D. Driesbach.....	Tensas P.-O.
Barbour.....	S. H. Dent.....	Eufaula.
Bibb.....	N. C. LaGrone.....	Centreville.
Blount.....	F. A. Hanna.....	Bangor.
Bullock.....	H. C. Tompkins.....	Union Springs.
Butler.....	J. M. Thigpen.....	Greenville.
Calhoun.....	J. C. McAuley.....	Jacksonville.
Chambers.....	T. W. Greer.....	Waverly.
Cherokee.....	John T. McDaniel.....	Centre.
Chilton.....	L. W. Frazier.....	Clanton.
Choctaw.....	S. S. Mellen.....	Mt. Sterling.
Clarke.....	M. S. Ezell.....	Grove Hill.
Clay.....	A. S. Stockdale.....	Ashland.
Cleburne.....	N. G. Mulloy.....	Chulaflannee.
Coffee.....	Alfred McGee.....	Elba.
Colbert.....	Joseph Shackelford.....	Tusculumbia.
Conecuh.....	C. A. Newton.....	Belleville.
Coosa.....	John E. Hannon.....	Rockford.
Covington.....	E. Mancill.....	Andalusia.
Crenshaw.....	I. H. Parks.....	Rutledge.
Dale.....	W. H. Stuckey.....	Ozark.
Dallas.....	P. D. Barker.....	Selma.
De Kalb.....	P. B. Frazier.....	Portersville.
Elmore.....	W. P. Hannon.....	Wetumpka.
Escambia.....	J. T. B. Foard.....	Pollard.
Etowah.....	R. J. C. Hall.....	Gadsden.
Fayette.....	B. F. Peters.....	Fayette C.-H.
Franklin.....	T. J. Rogers.....	Pleasant Site.
Geneva.....	J. W. Hall.....	Geneva.
Greene.....	W. G. McCracken.....	Eutaw.
Hale.....	John A. Jones.....	Carthage.
Henry.....	J. W. Foster.....	Abbeville.
Jackson.....	J. S. Collins.....	Scottsboro'.
Jefferson.....	J. R. Rockett.....	Elyton.
Landerdale.....	J. M. Weems.....	Florence.
Lawrence.....	D. C. White.....	Moulton.
Lee.....	J. F. Yarbrough.....	Loachapoka.
Limestone.....	James G. Dement.....	Athens.
Lowndes.....	M. D. Robinson.....	Benton.
Macon.....	H. C. Armstrong.....	Notasulga.
Madison.....	W. P. Newman.....	Huntsville.
Marengo.....	B. B. Crawford.....	Demopolis.
Marion.....	Elisha Vickery.....	Pikeville.
Marshall.....	A. J. McDonald.....	Guntersville.
Mobile.....	E. R. Dickson.....	Mobile.
Monroe.....	T. J. Emmons.....	Montroeville.
Montgomery.....	L. A. Shaver.....	Montgomery.
Morgan.....	W. M. Wood.....	Hartsell Station.
Perry.....	J. W. Morton.....	Perryville.
Pickens.....	James Somerville.....	Bridgeville.
Pike.....	W. C. Menifee.....	Troy.
Randolph.....	J. M. K. Guinn.....	Wedowee.
Russell.....	J. M. Brannon.....	Seale.
St. Clair.....	Robert F. Newton.....	Ashville.
Sanford.....	J. M. I. Guyton.....	Vernon.
Shelby.....	D. W. Caldwell.....	Columbiana.
Sumter.....	M. C. Kinnard.....	Livingston.
Talladega.....	W. L. Lewis.....	Talladega.
Tallapoosa.....	S. C. Oliver.....	Dadeville.
Tuscaloosa.....	R. S. Cox.....	Tuscaloosa.
Walker.....	J. C. Scott.....	Jasper.
Washington.....	G. M. Mott.....	Bladen Springs.
Wilcox.....	C. C. Sellers.....	Camden.
Winston.....	James Hilton.....	Houston.

ARKANSAS.

ELEMENTARY TRAINING.

TEMPORARY PARALYSIS.

The political convulsions by which this State has been shaken appear to have temporarily paralyzed the free school system. The new State constitution, adopted in 1874, transferred the duties of superintendent of public instruction to the already sufficiently occupied secretary of state, "until otherwise provided by law." His necessary confinement to his office has, of course, rendered active supervision of the schools impossible, and he writes that "it will be impossible, from the meager returns furnished by the county superintendents, to give anything like a report of the school affairs of the State. In fact, the public school matters of our State are at present at a standstill. But now that our political troubles have passed and the present State government is fully established, I am satisfied that both public school and other interests will in a short time revive and be carried on with renewed energy."

EDUCATIONAL PROVISIONS OF THE NEW CONSTITUTION.

The constitution of 1874, adopted in place of that of 1868, has the following article on "Education:"

"SECTION 1. Intelligence and virtue being the safeguards of liberty and the bulwark of a free and good government, the State shall ever maintain a general, suitable, and efficient system of free schools, whereby all persons in the State between the ages of 6 and 21 years may receive gratuitous instruction.

"SEC. 2. No money or property belonging to the public school fund, or to this State, for the benefit of schools or universities, shall ever be used for any other than for the respective purposes to which it belongs.

"SEC. 3. The general assembly shall provide, by general laws, for the support of common schools by taxes, which shall never exceed in any one year two mills on the dollar on the taxable property of the State; and by an annual *per-capita* tax of one dollar, to be assessed on every male inhabitant of this State over the age of 21 years: *Provided*, The general assembly may, by general law, authorize school districts to levy, by a vote of the qualified electors of such districts, a tax not to exceed five mills on the dollar in any one year for school purposes: *Provided further*, That no such tax shall be appropriated to any other purpose, nor to any other district, than that for which it was levied.

"SEC. 4. The supervision of public schools and the execution of the laws regulating the same shall be vested in and confided to such officers as may be provided for by the general assembly."

Under this last provision, as before indicated, the duties of State superintendent are, for the time at least, to be performed by the secretary of state. The county superintendents still continue in office.

A new school law, providing for a board of commissioners of the school fund, for a State superintendent—to be elected by the Teachers' Association—and for county boards of examiners, was presented in the State senate December 4, 1874, but does not seem to have passed.

TRAINING OF TEACHERS.†

The only provision for this important work thus far made in Arkansas is the normal department of the State Industrial University at Fayetteville. A three years' and a two years' course for training those who wish to prepare for teaching have been arranged, the former embracing all the studies likely to be taught in any of the State schools; the latter, all except those of the high schools.

Applicants for admission to either of these courses must present evidence of good moral character, and must, if males, be 16, if females, 14, years of age. They must also pass a satisfactory examination in elementary English studies. Applicants who, upon examination by the faculty, are found not qualified to enter the normal department may be placed in the preparatory department, and, upon entering into a written obligation to take a normal course, with a view to qualify themselves to be teachers, after the preparatory course, will receive their tuition free.

A training school has been established in place of the former primary department of the university, and will be operated in conjunction with the normal department, under the immediate supervision of its principal. This training school, with a preceptress in charge, will also to some extent be taught by normal students, in the manner customary in the normal schools of the country.

The students in the normal department for 1874 numbered 29, of whom 17 were females; junior class, 19; middle, 10.

* The postmaster of Helena writes also, April 20, 1875, in reply to an inquiry: "We now have no public schools. They were closed last summer. Previous to that time we had two graded schools, one for white children, numbering 290 pupils, and one for colored children, numbering 225."

† Report of State Industrial University for August, 1874.

SECONDARY INSTRUCTION.

Three schools for boys and girls make report to the Bureau, in 1874, of 11 teachers and 258 pupils, 196 being engaged in higher English studies, 62 in classical, and 4 in modern languages. Vocal and instrumental music are taught in all these schools, drawing in the Prairie Home Seminary at Rally Hill; and in one, Arkansas College, there is a library of 300 volumes, with chemical laboratory and philosophical apparatus.

From four other schools of this class existent last year at Ft. Smith, no report for 1874 has been received, nor from one other at Little Rock.

Respecting the high schools under the State system, no report can be made in the absence of information from the State superintendent, previously referred to.

The 241 students in the preparatory department of the State Industrial University may be supposed to be engaged to some extent in studies coming under the head of secondary instruction. But, from examination of the course in that department, as given in the report for 1874, it appears that in its present formative condition this institution has had to begin much lower down, and that Latin is not reached till the last term of the fourth year of the preparatory course, Greek not being included in even the studies of the fifth, nor mathematics beyond algebra.

SUPERIOR INSTRUCTION.

ARKANSAS INDUSTRIAL UNIVERSITY, FAYETTEVILLE.*

This institution—the great hope of the State for the superior education of its youth—still occupies the temporary buildings first erected for its use in 1871, the contract for the noble permanent one, which is to be its home, not requiring the completion of the work till September, 1875. Meanwhile, a preparatory department, a normal department, a college of engineering, and a college of general science and literature are organized and in operation, the classes in the last-named reaching into the senior year for the session of 1874-75. A college of agriculture and a college of natural science, with a school of military science and a school of commerce, are also provided for, and an experimental farm for the agricultural college is secured.

A faculty of seven members, with three additional instructors, was engaged in the session of 1873-74, Gen. Albert W. Bishop being president. The students for that session numbered 321, of which number 241 were in the preparatory department, 29 in the normal, and 51 in the collegiate. The filling-up of the State scholarships will add 145 more students, besides others that may come in; and as the site it occupies is eminently attractive, as the influence of the State government is thrown into its scale, and as it has almost no rival to contend with in that region, a prosperous future for the institution is pretty well assured.

In his inaugural address, July 3, 1874, President Bishop indicated clearly the broad aim of the university, saying: "The effort is being made to establish here a State university—not a high school, nor even a single college—but a university, where ultimately, to use the language of Mr. Cornell, as applied to the institution that bears his name, 'any student can find instruction in any study.'"

Statistics of universities and colleges, 1874.

Names of university and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	Receipts for the last year from State appropriations.	Aggregate amount of scholarship-funds.	
Cane Hill College	3	.....	68	18	\$5,000	.....	.....	\$2,000	.....	.....	100
St. John's College of Arkansas.	5	0	38	21	100,000	\$18,000	\$1,800	.....	\$0	\$0	100
SCHOOL OF SCIENCE.											
Arkansas Industrial University.	11	.....	142	80	150,000	130,000	10,400	1,200	\$15,000	.....	210

α In State scrip, worth thirty cents on the dollar.

* From Report of the University for 1874.

SPECIAL INSTRUCTION.

ARKANSAS DEAF-MUTE INSTITUTE.*

Officers: a principal, matron, assistant matron, and four teachers, with a foreman of the shoe-shop and a physician. No change in these during the past two years. Pupils, October 31, 1874: males 39; females, 34—total 73. The whole number under instruction for the last two school years has been 96; since the organization of the institution, 103.

The pupils are the wards of the State, and its aim is to teach them to become useful, intelligent, and industrious citizens. To this end, besides instruction in the ordinary elements of education and careful unsectarian religious teaching, manual labor is engaged in from two to three hours a day; the boys gardening, improving grounds, preparing wood, and making shoes; the girls sewing and attending to household occupations. As one result of this, about thirty acres of the grounds have been cleared of underbrush and five acres put under cultivation as a garden and fruit-orchard, the latter having more than five hundred vines in bearing and more than two hundred fruit-trees set out; all by the labor of the boys out of school hours. They have also made a road to the institution.

The health of the pupils has generally been good; habits of regularity and order are developed; neatness and cleanliness are cultivated; meals and sleep are made as regular as possible, and a true home feeling is sought to be infused.

Financial embarrassments form the great obstacle in the way of progress, the State warrants issued for the sustenance of the institution at the rate of \$310 for each pupil not being now salable at any price. A debt of \$6,000 had thus been incurred at the date of the report, and only the forbearance of creditors kept the institute from sinking.

ARKANSAS INSTITUTE FOR THE EDUCATION OF THE BLIND.†

The seventh report of this school, covering the two years from October 1, 1872, to September 30, 1874, states that 49 pupils have received instruction in it during the last two years: 19 males and 30 females. Of these, 4 males and 9 females have been discharged and 1 has died, leaving 15 male and 20 female pupils at the close of the session, in June, 1874. Of those discharged, 1 is teaching at the Louisiana Institution for the Blind, 2 are making a good living at mattress-making, 1 is assistant matron in the institution in which she was trained, and the others all appear to be usefully employed.

The institution can accommodate in its present building only 40 pupils at one time, and the prospect at the time of the report was that the whole available accommodation would be called for in the session of 1874-'75.

The depreciation of the State scrip, in which the appropriations for the institute have been received, has reduced the actual receipts to one-half their face value, making the amount received in currency only \$17,438.51 from the \$35,394.61 appropriated. By careful husbandry, the expenditures have been kept within \$500 of the income. But, partly from the press of applications for admission, partly from the loss by fire of several outbuildings and workshops, and partly from the desirableness of extending the grounds of the institution, an increase of available means is greatly needed for the carrying on of the good work begun.

LIST OF SCHOOL OFFICIALS IN ARKANSAS.

Hon. B. B. BEAVERS, *secretary of state and superintendent of public instruction*, Little Rock.

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Arkansas.....	John McLaughlin.....	De Witt.
Ashley.....	W. G. Rolfe.....	Hamburg.
Baxter.....	M. N. Dyer.....	Mountain Home.
Benton.....	W. H. Price.....	Bentonville.
Boone.....	James P. Hicks.....	Lead Hill.
Bradley.....	M. S. Kennard.....	Warren.
Calhoun.....	Willis Robertson.....	Hampton.
Carroll.....	William R. Belding.....	Carrollton.
Chicot.....	J. B. Tallman.....	Lake Village.
Clark.....	R. D. Heard.....	Arkadelphia.
Clayton.....	Giles Bowers.....	Corning.
Columbia.....	John H. Garrett.....	Magnolia.
Conway.....	Alex. Nations.....	Lewisburg.
Craighead.....	John D. Hillis.....	Jonesboro'.
Crawford.....	Burkley Neal.....	Van Buren.
Crittenden.....	Rees Davis.....	Marion.

* From third biennial report, for 1873 and 1874.

† From seventh annual report.

List of school-officials in Arkansas—Concluded.

County.	Superintendent.	Post-office.
Cross	Briton Roleson	Wittsburg.
Dallas	L. D. Cooper	Princeton.
Desha	Jacob S. Ross	Laconia.
Dorsey	Malcolm Currie	Toledo.
Drew	A. J. McQuiston	Monticello.
Faulkner	J. M. Ferguson	Conway Station.
Franklin	W. H. Martin	Ozark.
Fulton	Stephen F. Dykes	Salem.
Garland	Henry P. Smith	Hot Springs.
Grant	John M. Langston	Sandy Springs.
Greene	James R. Snodgrass	Gainesville.
Hempstead	Virgil A. Woods	Washington.
Hot Spring	R. M. Trasler	Rockport.
Howard	W. P. McDonald	Center Point.
Independence	W. H. Bayne	Batesville.
Izard	Thomas Evans	Mt. Olive.
Jackson	W. A. Monroe	Jacksonport.
Jefferson	Robert W. Trimble	Pine Bluff.
Johnson	John C. Littlepage	Clarksville.
La Fayette	Alex. Byrne	Lewisville.
Lawrence	J. N. Hillhouse	Powhatan.
Lee	J. S. Bradford	Marianna.
Lincoln	E. S. Ellis	Star City.
Little River	Charles B. Wells	Rocky Comfort.
Lonoke	John S. Spinks	Lonoke.
Madison	O. S. Ragland	Huntsville.
Marion	James R. Dowd	Yellville.
Mississippi	Leon Roussau	Osceola.
Monroe	W. J. Blackwell	Clarendon.
Montgomery	Z. L. Cotton	Mt. Ida.
Nevada	G. W. Thomason	Rosston.
Newton	R. W. Harman	Jasper.
Onachita	H. O. Stanley	Camden.
Perry	Hardy Fowler	Perryville.
Phillips	W. D. McCoy	Helena.
Pike	Moses Hyde	Murfreesboro'.
Poinsett	John W. Levesque	Harrisburg.
Polk	Samuel D. Kelley	Dallas.
Pope	Robert W. Moses	Russellville.
Prairie	R. T. Sanders	Devall's Bluff.
Pulaski	J. R. Rightsell	Little Rock.
Randolph	William A. Downing	Pocahontas.
St. Francis	S. W. Liddell	Forest City.
Saline	B. S. Medlock	Benton.
Sarber	F. M. Moore	Ellsworth.
Scott	J. H. Palmer	Waldron.
Searcy	H. N. Davis	Marshall.
Sebastian	H. H. Penninger	Ft. Smith.
Sevier	H. Goodwin	Locksburg.
Sharp	Samuel Davidson	Evening Shades.
Stone	H. C. Simmons	Riggsville.
Union	E. R. Brown	El Dorado.
Van Buren	Nathaniel Geer	Quitman.
Washington	George Welch	Fayetteville.
White	Z. T. Barrett	Judsonia.
Woodruff	E. W. Goodwin	Angusta.
Yell	John Piper	Dardanelle.

CALIFORNIA.*

STATISTICAL SUMMARY.†

	1873.	1874.	Increase.	Decrease.
White boys between 5 and 17 years old		79,695		
White girls between 5 and 17 years old.....		77,604		
Total whites between 5 and 17 years old.....		157,299		
Negro boys between 5 and 17 years old.....		580		
Negro girls between 5 and 17 years old.....		485		
Total negroes between 5 and 17 years old ‡.....		1,065		
Indian boys between 5 and 17 years old		652		
Indian girls between 5 and 17 years old		411		
Total Indians between 5 and 17 years old living under guardianship of whites		1,063		
Total census children between 5 and 17 years old.....		159,427		
Total whites under 5 years of age.....	69,222	74,328	5,106	
Total negroes under 5 years of age.....	254	343	94	
Total Indians under 5 years of age.....	247	206		41
Total children under 5 years of age.....	69,723	74,882	5,159	
Total whites between 5 and 17 at public schools..		105,064		
Total negroes between 5 and 17 at public schools..		615		
Total Indians between 5 and 17 at public schools..		171		
Total attended public schools between 5 and 17.....		105,850		
Number of whites between 5 and 17 attending private schools.....		14,045		
Number of negroes between 5 and 17 attending private schools.....		79		
Number of Indians between 5 and 17 attending private schools.....		19		
Total number attending private schools between 5 and 17.....		14,143		
Number of whites between 5 and 17 who attend no school.....		58,286		
Number of negroes between 5 and 17 who attend no school.....		338		
Number of Indians between 5 and 17 who attend no school ‡.....		810		
Total children between 5 and 17 who attend no school.....		59,434		
Total number enrolled	107,593	117,870	10,277	
Average number belonging	78,395	78,174		221
Average daily attendance.....	69,461	70,790	1,329	
Percentage of attendance on average number belonging	88	90	2	
Total number of schools.....	1,868	1,989	121	
Total number of male teachers	882	943	61	
Total number of female teachers	1,454	1,523	74	
Total number of teachers	2,336	2,471	135	
Cash received from State apportionment	\$430,219 60	\$428,418 12		\$1,801 48
Cash received from county taxes	1,179,072 45	1,285,529 12	\$106,456 67	
Cash received from miscellaneous sources.....	673,027 35	338,657 95		334,369 40
Total cash receipts.....	2,282,319 40	2,021,605 19		73,734 94
Amount paid for teachers' salaries.....	1,434,366 93	1,534,656 93	100,290 00	
Amount paid for sites, buildings, and school furniture.....	374,069 44	189,843 69		184,225 75

* Most of the matter for this State has been prepared expressly for the Bureau by Mrs. S. B. Cooper, of San Francisco.

† From report of State Superintendent Bolander for the year ended June 30, 1874, in California Teacher for January, 1875.

‡ See remarks.

Statistical summary—Concluded.

	1873.	1874.	Increase.	Decrease.
Amount paid for school libraries	\$24,879 48	\$20,975 79	.....	\$3,903 69
Amount paid for school apparatus	4,365 70	4,142 30	.....	223 40
Amount paid for rent, repairs, fuel, and contingent expenses.....	275,674 71	228,753 45	\$53,078 74	
Total expenditures.....	2,113,336 25	2,078,372 16	.....	34,964 09
Total valuation of school property	4,057,415 45	4,445,140 85	\$387,725 40	

ELEMENTARY INSTRUCTION.

NOTES ON THE CENSUS STATISTICS.*

The last legislature changed the age of census children. For 1873 the census marshals listed the children between 5 and 15 years of age; this year the children between 5 and 17 years of age. A direct comparison of census statistics is, therefore, not possible. The increase in census children is 17,817, which includes the increase of children between 5 and 15 years of age and the number of children between 15 and 17 years of age; so 17,817 represents a double increase.

Attendance at public schools.—Last year the whole number of children enrolled in public schools amounted to 107,593. Of these 97,681 were computed to be census children, that is, children between 5 and 15 years of age; so that there were last year enrolled in the public schools nearly ten thousand children more than 15 years of age. This year there were 117,870 children enrolled in the public schools, an increase of 20,189. The double increase in census children is only 17,817, so that there was a net gain of nearly three thousand in the attendance at public schools; or, to look at this increase from another point, the increase of attendance at public schools was a little over 13 per cent. more for 1873 than for 1872. The increase of attendance is nearly 19 per cent. more for 1874 than for 1873. And yet these figures show no real advance in attendance at school; for among 117,870 are included all children enrolled at any time in public schools, if even only for a day. The number of children to be considered as regular attendants is only 78,174 for 1874, which is 221 less than the regular attendance for 1873. It may be that the decrease is not real, but only apparent, and owing to errors made by the new county superintendents elected last year, and who are new to the business, especially of making reports; and yet, when we remember that for 1873, when the county superintendents were not new to this business and when extra pains were taken to have errors corrected, the regular attendance was 331 less than for 1872, we are inclined to think that perhaps the reports are correct, and that 1874 shows but the usual increase in irregular attendance or truancy. In 1866 25 per cent. of the children enrolled in public schools were so irregular in attendance that they could not be considered as attending school at all; in 1873 the percentage of such children had increased to over 27 per cent. and in 1874 to nearly 34 per cent. We note, however, an increase in the average daily attendance of those who are regular attendants at school.

Attendance at private schools.—In 1873 the census marshals reported 8.84 per cent. of the census children as attending private schools; in 1874 they report 8.87 per cent. in attendance. This slight increase is accounted for by the fact that in 1873 only the children between 5 and 15 years of age were listed; in 1874, in addition to these, the children between 15 and 17 years of age. For 1874 we have an account, therefore, of those children who attend public school till 15 or 16 years of age and then enter some private institution of learning.

Attendance at no school.—Thirty-nine thousand four hundred and thirty-four census children, or 24.73 per cent., are reported as attending no school. This is an increase of over 2 per cent. over last year's non-attendance. But, if we remember that for 1874 the increase in census children is over 11 per cent., it will be seen that there is a material decrease in the non-attendance at school. This corresponds with an observation we made above in speaking of the attendance at public schools.

Financial statistics.—The receipts for the year are \$73,734.94 less than those of 1873; we hope to see a better showing for 1875. In expenditures there is an increase in the amount paid for teachers' salaries and in the amount paid for rent, fuel, &c., but such a heavy decrease in the amount paid for sites, building, and school furniture, that the total expenditures for 1874 are \$34,984.09 less than the total expenditures for 1873.

In conclusion it may be stated that the above statistics are compiled from the county superintendents' reports as received. It is very probable that on a thorough examina-

* From report of superintendent, in California Teacher for January, 1875.

tion of these reports there may, as usual, be discovered enough errors to alter the above statistics in many particulars. The census statistics alone have been examined and corrected and remain as given.

Educational journal.—The above information is, as the note indicates, from the California Teacher, which is edited by the State superintendent, Hon. Mr. Bolander, and forms his organ of official communication with the teachers and school officers. It is a dignified and useful monthly, published at Sacramento.

APPORTIONMENT OF SCHOOL FUND OF STATE AND COUNTIES.

Five hundred dollars is apportioned to each district for every teacher assigned it; provided, that to districts having ten and less than fifteen census children shall be apportioned \$300.

On or after the first day of July, 1875, no school district is entitled to receive any apportionment of State or county school moneys which has not maintained a public school for at least six months during the then next preceding school year; but any new district formed by the division of an old one is entitled to its apportionment when the time that school maintained in the old district before division, and in the new district after division, is equal to at least eight months. No school-district is entitled to receive any apportionment of State or county school moneys unless the teachers employed in the schools of such district hold legal certificates of fitness for teaching, in full force and effect.

DISTRICT SCHOOL TAX.

The law provides that the maximum rate levied by district tax in any one year for building purposes must not exceed seventy cents on each hundred dollars, and the maximum rate levied for other school purposes must not exceed thirty cents on each hundred dollars in any one year.

THE TUTTLE SCHOOL BILL.

The most important measure passed by the last legislature was the act known as the Tuttle school-bill, whereby over a million dollars were voted for the support of the common schools of the State. This is over four times as much as the schools have received for each of the last two years. The bill also requires the school fund to be apportioned according to the needs of the several districts. Heretofore in California numbers have determined educational facilities. This new bill has two objects in view: first, the equalizing of school facilities; secondly, the furnishing of a sufficiency of funds to each district.

WOMEN ELIGIBLE TO EDUCATIONAL OFFICES.

An act approved March 12, 1874, says: Women over the age of 21 years, who are citizens of the United States and of this State, shall be eligible to all educational offices within the State, except those from which they are excluded by the constitution. The same legislature also passed

AN ACT TO ENFORCE THE EDUCATIONAL RIGHTS OF CHILDREN.

Every parent, guardian, or other person, in the State of California, having control and charge of any child or children between the ages of 8 and 14 years, shall be required to send any such child or children to a public school for a period of at least two-thirds of the time during which a public school shall be taught in each city or school-district, in each school-year, commencing on the 1st day of July, 1874, at least twelve weeks of which shall be consecutive, unless excused by the board of education, or trustees of the school-district, on the ground of sickness or disability, or that such child be taught in a private school in such branches as are usually taught in the primary schools of the State.

The act, however, does not provide for school marshals to carry out its requirements, and hence is likely to be comparatively inoperative.

SALARIES OF FEMALE TEACHERS.

An act approved by the last legislature says: Females employed as teachers in the public schools of this State shall in all cases receive the same compensation as is allowed male teachers for like services when holding certificates of the same grade.

EXPERIENCED TEACHERS FOR BEGINNERS.

In cities having graded schools, beginners shall be taught for the first two years by teachers who have had at least four years' experience; and such teachers shall rank, in point of salary, with those of first grade. Attention must be given to such physical exercises for the pupils as may be conducive to health and vigor of body as well as mind, and to the ventilation and temperature of school-rooms. Instruction must also be given, during the entire school course, in manners and morals.

SCHOOLS FOR NEGRO AND INDIAN CHILDREN.

The education of children of African descent and Indian children must be provided for in separate schools; provided that, if the directors or trustees fail to provide such separate schools, then such children must be admitted into the schools for white children. The same laws, rules, and regulations which apply to schools for white children apply to schools for colored children. Upon the written application of the parents or guardians of such children to any board of trustees or board of education, a separate school must be established for the education of such children.

The question of the consistency of the above rule with the recent amendments to the Federal Constitution having been raised, the supreme court of the State in 1874 decided that the provisions of the school-law were not at variance with the constitution, (*California Teacher*, official department, March, 1874.)

NON-ATTENDANCE AND TRUANCY.

With a view to securing the compulsory school law above given, Superintendent Bolander, in his last biennial report, devoted much space to summaries showing the condition and progress of the public schools of the State. From the data collected he presented two questions to the serious attention of the people and legislature. The first, which he conceived to be the most important school question of modern times, he propounded as follows: "How shall we arrest the evils of non-attendance and truancy and secure to every child of the State the rights and benefits of education?" The second question considered the means of providing for every district of the State sufficient and equal educational facilities.

"The statistics offered bring," he says, "prominently to view the steadily-increasing popularity of public schools, and yet the almost inappreciable abatement of the evils of non-attendance and truancy. In eight years the attendance at private schools has decreased 21.08 per cent.: 15,294 children, in a total of 141,610, have been transferred from private to public schools—a great tribute to the popularity of the public school system.

"But while we are steadily gaining for our public schools the support of those who were at first opposed or indifferent, we have signally failed," he says, "to impress that large class of people who, through self-interest, carelessness, or ignorance, ignore the claims of their children to the rights and benefits of, at least, a common school education. To have reduced in eight years the non-attendance only 3.38 per cent., or 4,786 in a total of 141,610, and to find that truancy has increased 7.35 per cent. and now amounts to 26,495 in a total of 141,610, is a very discouraging showing for the State."

To the question "What is the remedy?" Mr. Bolander replies: "Admitted that education forms the only secure foundation and bulwark of a republican form of government; admitted that the universality of education becomes thus of vital importance to the State; and admitted that the exigencies of the case not only empower but compel the State to provide all the facilities necessary to enable every child to acquire at least a common school education; and we are forced to the conclusion that it is not only the privilege, but the duty, of the State, to compel every parent to bestow upon his children at least the education which the State places within his reach."

COMPULSORY EDUCATION.

Referring to the "hoodlum" question, which has become one of almost life or death in the city of San Francisco, Mr. Bolander says: "Dare we stop short of compulsory education? Dare we 'leave well enough alone;' dare we still rely upon the voluntary system, and try yet a little longer to see whether the thousands of youths now attending only the 'street-school' will not voluntarily enter our private or public schools, and breathe purer air than tobacco-smoke and whisky-fumes; hear other words than gross profanity and low, vile conversation; sing other songs than ribald songs; learn to live for a higher purpose than to roam the streets from day to day and night to night, aping the vices and crimes of adults, and even openly defying authority, anxious only to live as debauchees, thieves, or even murderers?" Is our class of harpies who prey upon the community not yet large enough and not yet numerous enough represented by youth ranging from the tenderest years to majority?

* Referring to this same subject, Superintendent Denman, of San Francisco, says: "While the real vagrants and hoodlums among our youthful population are not large in numbers, they are dangerous to the peace and welfare of the community. They roam our streets, educating themselves in all the crimes and wickedness which abound in a large city. At night they visit our lowest places of amusement and dens of infamy and shame, where they learn everything that debases the morals and destroys the mind and character. They mingle with the pupils attending our schools, initiate them into truancy and crime, and poison their young minds with everything that is bad."

In view of the influence thus exerted on a portion of the boys, and of the refractory and evil spirit flowing from it, the superintendent recommends the establishment of one or two central classes in different parts of the city, at which the most refractory and unmanageable pupils shall be compelled to attend until they are thoroughly reformed and are willing to submit to the authority of the schools without use of the rod. The most competent and successful teachers, he thinks, should be selected to manage and govern these obstinate and refractory pupils as well as to instruct the classes; and the halls and yards of the school designed for them be furnished with all the modern improvements which can make the place pleasant and attractive.

"The only time the people have had an opportunity to express their will, they have declared themselves overwhelmingly in favor of compulsory education. Since then the fearful increase of 'hoodlumism' has made the question one of vital importance. And to save themselves from the rapidly-increasing herd of non-producers, who must be supported by the community at large—to save themselves from the wretches who prey upon society like wild beasts—some demand, already, that a law for compulsory education be supplemented by a law requiring the State to establish and maintain labor-schools, school ships, industrial and technical schools. The times demand not only that children be educated in the common English branches, but, also, that they be taught to work" and be required to do so.

EDUCATION OF SOLDIERS OF THE UNITED STATES ARMY.

Each post is expected to have a school, the teacher being the chaplain, when there is one; otherwise, some intelligent soldier is detailed as teacher, and is paid a small salary from the post-fund. The children of officers and soldiers, and the soldiers themselves, if they desire, can attend the school. The teaching is elementary. Each post has, also, a library, purchased by the post, the character of the library depending almost entirely on the tastes of the officers controlling the troops, so that some are valuable, others of a lower grade. At a well-regulated post there is a reading-room, where the principal newspapers and periodicals are taken for common use.

CITY SCHOOL SYSTEMS.

SAN FRANCISCO.

From a review of the public school system of San Francisco, prepared by Prof. E. Knowlton, for Langley's City Directory, 1874, we glean the following items:

Present classification of the schools.—They are divided into five kinds: Primary, grammar, and high; the evening schools, which are a kind of temporary and partial combination of grammar and high school; and the model school or training school, which is really a kind of subnormal and practice school combined. To these one may add the teachers' normal school, held on Monday evening of each school week, in which teachers of any grade may pursue studies and receive instruction fitting them to pass examinations for higher grades of certificates.

Sex in the schools.—The 35 primary schools are all mixed; of the 13 grammar schools, 7 are mixed, 3 are for boys only, and 3 for girls alone, while the two high schools provide one for each sex. The one model school and the single evening normal school receive both sexes, while the evening schools are partly for one sex and partly for both. The superintendent favors separation.

Number of grades.—The primary schools have four grades, the eighth, seventh, sixth, and fifth; the grammar schools four, the fourth, third, second, and first; and the high schools three grades, the junior, the middle, and the senior. In all the schools each grade may include, and generally does include, several classes of similar advancement and nearly equal rank.

Time in each grade.—In every grade throughout the entire course the studies are so arranged that pupils of average capacity and ordinary diligence can thoroughly and safely complete them in one year. Hence, the primary school course takes four years, the grammar school four years, and the high school three years. Thus the entire public school course occupies eleven years. The regulations provide, however, that pupils of unusual ability or extraordinary industry may be promoted more rapidly, and complete the course proportionally sooner. Every year furnishes scores of instances of this, though it is generally true that the pupil who attempts three years' work in two years loses more than he gains.

Average age and time in school.—The average age of pupils in the grammar grades is 14 years. Excluding recesses and intermissions, they are in the school-room, and regularly engaged in their duties, less than twenty-four hours a week. Their regular school-time is from 9 a. m. to 3 p. m., that is, six hours. The two recesses and the intermission occupy one hour and a half of the six hours prescribed by the State law, leaving but four hours and a half of actual school each day. This, for five days, gives twenty-two and one-half hours as the total time actually spent in the school-room at school work in each week by the girls and boys of the grammar grades. The same, or very nearly the same, is also true of the high schools, whose pupils have an average age of 17 years. In view of these facts it is idle to charge the public schools with breaking down the health of their pupils by over-confinement and over-work. There is hardly one girl in a thousand, or one boy in ten thousand, who cannot enter upon and complete the entire primary, grammar, high, and normal school courses of public instruction, as at present arranged, not only with positive safety, but with actual physical improvement, were it not for outside influences, which none more fully understand and regret than faithful teachers themselves, but which they cannot control, except in an indirect manner and to a limited degree.

Percentage who complete the course.—To such an extent is this true that of all who enter the high schools hardly one in seven graduates, while the grammar schools graduate about one of every five whom they receive and the primary schools one of every three. Thus, the public school department carries completely through and honorably graduates from its highest grade only one of every one hundred and five, or less than 1 per cent. of those whom it receives into its lowest primary grade eleven years before.

Cutting off French and German.—Early in 1874 the new board of education, the first elected from the city at large, without previous official announcement or even intimation of such intention, abolished instruction in French and German from nearly four hundred classes, and dismissed about fifty ladies and gentlemen previously employed as teachers of those languages. This precipitate step, which immediately worked many and severe hardships, did not pass without the strong opposition of a minority of the board, mainly composed of the more experienced members. The patrons of the schools and the press of the city also rose up in stout resistance, and the result was the restoration of the French and German to the leading grammar schools of the city.

Vocal music, drawing, and phonography.—The instruction in vocal music and drawing, which had been successfully given for several years by generally well-qualified teachers, was also discontinued for a time; but the board has since wisely re-elected the best of the available special teachers in those branches and re-established their respective departments.*

The Spanish language.—A plea has been made for the adoption of the Spanish as a branch of instruction in our public schools, in view of our inevitable and fast-increasing relations with Mexico and South America.

General statement of attendance and expenditures.—The following is a comparative statement of the daily attendance at all the public schools from 1852 to 1873, a period of twenty-one years, and also the expenditures for the respective years:

	Attendance. Expenditures.	
1852	445	\$23, 125
1853	703	35, 040
1854	1, 011	159, 249
1855	1, 484	136, 580
1856	2, 516	125, 064
1857	2, 155	92, 955
1858	2, 521	104, 808
1859	2, 829	134, 731
1860	2, 837	156, 407
1861	3, 377	158, 855
1862	3, 794	134, 567
1863	4, 389	178, 929
1864	5, 470	228, 411
1865	6, 718	346, 862
1866	8, 131	361, 688
1867	10, 177	507, 822
1868	11, 871	416, 654
1869	13, 113	397, 842
1870	15, 394	526, 625
1871	16, 382	705, 116
1872	17, 588	668, 262
1873	18, 530	611, 818

Total for twenty-two years 6, 211, 390

Comparative number taught.—The following statistics from the annual report of Superintendent Denman for 1874 show a large increase in the pupils belonging to the school department:

Estimated population of the city, 1874, 200,000. Number of youth in the city under 17 years of age, June 30, 1874, 60,552; between 5 and 17 who are entitled by law to draw public money, 38,093; between 6 and 17 who are entitled to public school privileges, 35,992; number of children between 5 and 6 who may enter the public schools the ensuing year, 2,101; whole number of pupils enrolled during the year in all the public schools, 29,449; increase for the year, 1,727; average number belonging to the public schools, 20,750; increase for the year, 1,030; average daily attendance of pupils in all the public schools, 19,381; increase for the year, 851; number attending private and church schools, as reported by census marshals, 6,181; increase of the year, 896; whole number of youth between 6 and 17 years of age not attending any school, June, 1874, as reported by census marshals, 7,466; average percentage of attendance of all the public schools, 93.4; percentage of the number of pupils at-

* "Regular normal lessons are given by the special instructors every two weeks, for the purpose of drilling the teachers in Smith's new system of industrial drawing."—(Report for 1874.)

tending private and public schools, including Chinese, during the year, on the whole number of youth between 6 and 17 years of age, as reported by census marshals, 83.2; percentage of the average number of pupils belonging to the public schools on the whole number of youth between 6 and 17 years of age, 57.6; percentage attending private schools, 17.1; percentage not attending any school, 20.7.

School attendance.—Total enrollment of the high schools, 656; increase for the year, 189; average daily attendance at high school: boys, 180; girls, 339—total, 519; increase for the year, 180; percentage of attendance, 96; average number of pupils to each teacher in the high schools, 25 $\frac{3}{4}$; total enrollment of the grammar schools, 6,996; average number belonging to the grammar schools, 4,790.3; increase for the year, 224.3; average daily attendance of the grammar department, 4,565.2; increase for the year, 192; percentage of attendance of grammar department, 95.3; average number of pupils to each teacher, 31.4; average daily attendance to each teacher, 30.2.

Total enrollment in the primary schools, 21,453; average number of pupils belonging to the primary schools, 14,688.6; increase for the year, 552.6; average daily attendance of pupils in all the schools, 19,381; increase for the year, 417.8; average number to each teacher, 43.8; average daily attendance to each teacher in primary classes, 40.8. Total enrollment of the evening schools, 2,173; average monthly enrollment, 1,011; increase for the year, 144; average attendance, 608; increase for the year, 67; average attendance to each teacher in the evening schools, 36.

School-houses.—Total number of school buildings, 73. For high schools, 2; grammar schools, 12; mixed schools, 9; primary schools, 50; number of rented rooms, 80. Number of pupils in rented rooms, 4,271. Amount paid for rented rooms, \$18,396.36. Number of brick buildings owned by the department, 9; wooden buildings, 32.

Schools and classes.—Number classes in high schools, 18: boys, 6; girls, 12. Number of grammar-schools, 12: for girls, 3; for boys, 3; mixed, boys and girls, 6. Grammar classes, 120: girls, 29; boys, 25; mixed, boys and girls, 66. Number of primary schools, 24; primary classes, 298: for girls, 37; boys, 48; mixed, boys and girls, 213. Number of evening schools, 5. Evening classes, 20: for males, 19; for females, 1. Whole number of public schools of all grades in San Francisco, 52. Whole number of classes, 456. Total number of teachers, 545. Teachers of French and German, 45; French, 22; German, 23. Number of special teachers, 10: drawing, 4; music, 4; phonography, 1; general examiner, 1.

EXPENDITURES.

Total expenses for the year ended June 30, 1874, \$686,479.89. Increase for the year, \$74,661.55.

Growth of the city public schools.—The San Francisco Post of December 26, 1874, says:

"Twenty-five years since, to wit, the 26th of December, 1849, the first American free school opened its hospitable doors to the youth of San Francisco. Three pupils, two boys and one little miss, constituted the first public school of a city then in its infancy, now numbering a quarter of a million. A school of three pupils, then the germ, has in twenty-five years developed into a school department numbering forty-eight schools and 450 classes, which afford instruction to 25,000 pupils. Then, one schoolmaster and his wife as assistant in the organization, performing school labor for the time entirely gratuitous, succeeded to-day by a corps of about 500 teachers, at an annual cost of \$686,479.89 for school expenditures."

New school buildings required.—To provide the necessary funds for the construction of new edifices required in different parts of the city, the legislature, in 1874, passed an act authorizing the board of supervisors to issue \$200,000 of school bonds, and expend the proceeds in the erection of school buildings as needed. The contracts for a number of first-class structures have been awarded, and buildings under these contracts are in progress.

The evening-schools.—The attendance at the evening-schools during the year has been gratifying. The young men have shown, generally, a marked improvement in their studies. Quiet, order, and discipline have been secured without much effort or resort to force. During nine months of the year there were five schools in operation, taught by 28 teachers. The teachers have devoted themselves to their difficult work with commendable zeal, and the results are most encouraging. Quite a large number of young men, who are foreigners and who were unable to speak English on entering the school, have made remarkable progress, and have acquired a sufficient knowledge of our language to enable them to transact business with facility. The class in mechanical and industrial drawing has done excellent work during the year. The instruction imparted is of that practical character which will prepare a young man for the duties of the shop or for the exercises of the designing or draughting room. Superintendent Denman strongly commends this system of instruction, and says: "It is the only place in the city where young men can, without cost, obtain practical instruction in the science of the most important trades, by means of which the great mass of people in all large cities acquire their support."

Commercial class.—Commendable progress has also been made by the class in book-

keeping. But while this class has been generally well attended, the large number of pupils receiving instruction at the commercial colleges of San Francisco still shows that the school system does not afford the youth of the city the practical business education which is demanded in every great commercial emporium. Mr. Denman, therefore, strongly recommends that greater facilities be afforded to a large class of youth, who are engaged in workshops and stores during the day, that they may acquire such thorough knowledge as will fit them to perform the business duties of life. Instruction should not be confined to book-keeping, but the legal and business forms of trade be thoroughly taught in the schools.

The girls of the city do not seem to have availed themselves of the advantages offered by the evening schools, for, while there are 19 classes for boys, with an average attendance of 664, there is but one class for girls, with an average attendance of 68. This may, however, be accounted for by the previously-mentioned prevalence of "hoodlumism," a disorderly element in city streets, that girls may, perhaps, reasonably shrink from encountering after night-fall. The report, indeed, indicates this as an objection made.

The evening schools have already accomplished great good, in providing the means for educating a large class of youth who in early life have been deprived of the advantages of elementary instruction and culture. And, even if they do not effect all that may be wished, they should be sustained and encouraged in the prosecution of the good they are effecting.

Girls' high and normal school.—This school sustains a high position in the public estimation, and as most of the graduates are candidates for positions as teachers in the public schools, it has become one of the most important educational institutions under the control of the board of education. The whole number enrolled during the year was 416, a gain of 34 per cent. Average daily attendance, 339. Whole number of teachers employed, 14. Average daily attendance to each teacher, $24\frac{3}{4}$. Still, Superintendent Denman says that the failures and low percentages received by most of the graduates at the competitive examination for teachers' certificates show conclusively that the present system of instruction has failed to accomplish the great object of this institution. It is a question of the highest importance to the cause of education how this institution shall be conducted, so as to send forth each year its large number of teachers better prepared to discharge effectively their duties in educating the youthful mind and heart; for the lessons here imparted are disseminated in every portion of the city, and should exert a powerful and salutary influence. One obvious element of improvement is to employ the most competent and skillful educators, well versed in all the modern methods of normal school instruction. To this end liberal salaries should be offered, to secure the very best of talent from either the Pacific coast or from the East. The public funds could hardly be appropriated to a better purpose.

The model school, intended as a school of practice for the normal pupils in the high school, is doing good work in preparing young ladies for the daily drill and practical work of the school-room.

Teachers' salaries.—The board of education has made some important changes in the matter of teachers' salaries. The large majority of the changes made were for higher salaries. The following departments remain intact, the same as last year: assistants in primary schools, assistants in grammar schools, outside and unclassified schools, and special teachers of languages. The general rate of increase of salaries on account of experience in teaching in the public schools of San Francisco was raised from \$2.50 per month, at the end of four years, to \$5; at the end of seven years to \$7.50; and at the end of ten years to \$10 per month. The salary of principals of second-class primary schools was raised from \$125 to \$150, that of principals of other primary schools remaining the same as last year. The salary of the principal of the model school was raised from \$150 to \$175 per month; that of the principal of the Lincoln school to \$225 per month; that of the principals of the other first-class grammar schools remaining as heretofore, \$200. The salary of the vice-principals of these schools was fixed at \$145, a reduction of \$5 per month. The salaries of principals of second-class grammar schools were made \$185, against \$183.33 last year; and those of vice-principals \$135, against \$133.33. The vice-principals of the Lincoln school were allowed \$150 per month. The salary of the special teacher of natural sciences in the girls' high school was fixed at \$200 and of teachers of the middle and junior classes in that school at \$175, an increase of \$40 and \$25, respectively. The salary of the teacher of French was raised from \$150 to \$175. Salaries of other teachers in the high schools remain unchanged. The head teachers of music and drawing will receive \$200 per month; the assistant teachers of music in the grammar schools \$150 and in the primary schools \$125; the latter salary being an increase of \$50 per month. The assistant teachers of drawing in all classes of schools will receive \$150 per month. Formerly, in grammar schools they received \$175 and in primary schools \$125. Superintendent Denman strenuously opposed these increased salaries, and claimed that there were many unfair discriminations made in the schedule adopted.

Private and denominational institutions in San Francisco.—From Langley's Statistical Data for 1874, we learn that the total number of colleges and private schools in San Francisco is nearly 100, of which 21 are under the control of the Roman Catholics. Many of these institutions are in a flourishing condition, and the private schools will compare favorably with the public schools for thoroughness of instruction and excellence of discipline. The last school census shows the number of children between 6 and 15 years of age that have attended private schools for the year to be 5,255; the number attending public schools, 24,154.

In addition to the attendance on the private schools, there are about 1,300 under 6 years of age at the different infant-schools and benevolent institutions and about 1,200 attending the higher schools and colleges.

OAKLAND.

Summary of school statistics.—Population of the city, 15,387; children under 1 year of age, 386; children between 1 and 2 years of age, 381; children between 2 and 3 years of age, 446; children between 3 and 5 years of age, 749; children between 5 and 10 years of age, 1,578; children between 10 and 15 years of age, 1,524.

Number of children between 5 and 15 years of age entitled to State apportionment of school money, 3,002; number of children between 5 and 15 attending public schools, 2,118; number of children between 5 and 15 attending private schools, 343; number of children between 5 and 15 attending no schools, 541.

There are 1 high school, 4 grammar schools, 6 primary schools, 1 cosmopolitan school, and 1 ungraded school. There are 3 classes in the high school, 18 in the grammar schools, 28 in the primary schools, 2 in the cosmopolitan, and 2 mixed, making a total of 53 classes. Increase since last year, 18.

The average monthly enrollment is 2,088. The average number belonging to schools is 1,789. Average daily attendance, 1,692. At the annual examination for promotions, there were examined 1,263 pupils, of whom 737 were promoted. In reference to the comparatively small number of promotions, the superintendent says: "Our department has grown very rapidly within the last year, families moving into our city from various portions of the State where the children have been necessarily deprived of thorough drill in the lower grades. These pupils are almost invariably found to be unequal in their attainments—well advanced in some branches and very deficient in others—so that, while grading them correctly for some studies, the grade assigned is often found to be too high for others. The examinations this year have also been more rigid than heretofore."

Vocal music is taught in all of the classes, by their respective teachers. Classes in drawing have made good progress. The cosmopolitan school, started in 1870 as an experiment, with twenty pupils, is still continued. The exercises are conducted in the French language, and the pupils show remarkable proficiency in their studies.

Total amount of disbursements, \$89,274.55; average cost per pupil for tuition only, \$23.44; average number of pupils to a regular teacher in high grammar schools, 31.16; in primary schools, 40.12.

For the fiscal year 1873-74 the board of education estimates the expenses at \$80,000, exclusive of building-fund and interest on school bonds outstanding June 30, 1872. Of this, \$20,000 are expected from the State and county and \$30,000 from the city.

In twenty years the school department has increased from one building, with sixteen pupils, to buildings containing nearly fifty rooms and over twenty-one hundred pupils.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

The last school year has been one of great prosperity. The corps of teachers has been increased. A well-organized training school adds much to the efficiency of the normal school. Total number of regular normal pupils, 160. Whole attendance, according to California Teacher for November, 244. Average time that these are taught, two years. Thirty-six counties of the State are represented and fourteen unrepresented. Number of graduates for the year 1873-74, 20. Whole number of graduates, since the organization of the school, in 1863, 291. Ladies must be 16 years of age and gentlemen 17, to enter the junior class. To enter the senior, they must be one year older. All applicants must present valid teachers' certificates. Tuition is free. Text-books and books for reference are supplied by the school. The legislature has just appropriated \$3,000 for the purchase of additional apparatus and \$1,000 for the purchase of reference-books, maps, diagrams, &c. The school has also a cabinet and museum.

TEACHERS' INSTITUTES.

As to these agencies for the fuller training of employed teachers, the school law or California provides that, whenever the number of school districts in any county is twenty or more, the school superintendent must hold at least one teachers' institute in

each year; and every teacher employed in a public school in the county must attend such institute and participate in its proceedings. In any county where there are less than twenty school-districts, the county superintendent may, in his discretion, hold an institute. Each session of the institute must continue not less than three nor more than five days. The pay of teachers must not be diminished by reason of their attendance.

Mr. Bolander makes a strong plea for normal school instruction and drill and for a discriminating preference in favor of normal school teachers in the public schools.

"California," he says, "is justly held up as a bright example in first inaugurating the system of placing the examination of teachers throughout the State exclusively in the hands of experienced teachers. But, because tried here the longest, its inadequacies are most glaringly exhibited in this State. A teacher's certificate, granted as almost all certificates are granted in California, simply testifies that its possessor has a definite knowledge of certain subjects. Now, a candidate may appear so well in arithmetic, grammar, and some other studies, as to overcome a complete failure in theory and practice or methods of teaching, and yet a satisfactory examination in the latter ought to be the first consideration. A superior education does not make a professional teacher. It is one of the requisites, certainly, but by no means the sole, or even chief, requisite. A young man graduating at the head of his class may be totally unfit to teach a district school. One must learn by actual practice in the school-room, or, rather, training room—as connected with every well-organized normal school—the art of imparting knowledge and of governing. There may be, and there are, born teachers, but the number is very small, and would not supply the schools of a single county. It would be the height of folly to expect that a medical student, after studying and mastering no matter how many text-books, is sufficiently qualified to begin to practice, and that any lack of professional skill will be easily acquired in experimenting upon the limbs and lives of his trusting patients. It is as egregious a folly to expect that a certain amount—no matter how great an amount—of knowledge entitles any one to supply a want of skill in teaching, by experimenting upon the healthy life of the souls and minds of the children committed to his care. Nay, the latter is the greater folly of the two; for here we are trifling with the immortal part of man. The inexperience and stupidity of the physician are sorely felt at the time, but the ignorance and inexperience of the teacher may continue undetected for years, and there is no reparation of the incalculable injury done to the mind when most plastic."

THE REMEDY FOR INCOMPETENT TEACHERS.

The only remedy for this crying evil, Mr. Bolander asserts, is to exact that every candidate for the profession pass through a normal school. In this he will be trained to a thorough knowledge of the subjects to be taught and in the science of teaching, and will, in model classes or a training school, acquire that skill which is the first requisite to a teacher. It is not professed that even then every incompetent person will be kept out of the profession, but every teacher will have received, at least, a thorough and careful training. And an efficient supervision will then do much to keep at a minimum any incompetency which still may linger in the schools.

But, as a preliminary step, there should be longer school terms and a more adequate compensation for teachers' services. Give every school district in the State sufficient funds for an eight-months' school and increase the teacher's salary in proportion.

There need be no fear that, when once trained teachers are demanded by law and paid sufficiently, the supply will not equal the demand. The State has assumed the task of providing education for the people. To be true to this trust, it must provide for the wants of the schools; and one of the most pressing of these is trained teachers. The State must now provide by statute that every teacher have a professional training. We must no longer trust to chance to send us a trained teacher; we must demand trained teachers as our due, and trained teachers will be supplied.

SECONDARY INSTRUCTION.

CALIFORNIA MILITARY ACADEMY, OAKLAND.

This celebrated military school has been visited by a devastating fire, which consumed the buildings and apparatus for the most part. The school, however, was uninterrupted, and the buildings were speedily rebuilt on a larger scale than formerly. President, David McClure; number of professors, 9; whole number of students, 176; yearly expenses, including board, \$350; number of graduates, 15; number of volumes in library, 1,500; value of buildings and grounds, \$75,000.

CONVENT OF OUR LADY OF THE SACRED HEART, *near* OAKLAND.

Dedicated in 1868. The teachers here are Sisters of the Holy Name of Jesus and Mary, who came from Canada for the purpose of acting as instructors in this school.

ST. JOSEPH'S ACADEMY, OAKLAND.

Organized, 1870. Conducted by the Christian Brothers. A school for boys. Number of pupils, 80.

MILLS'S SEMINARY, BROOKLYN.

Unsectarian, but eminently Christian. Rev. C. T. Mills, D. D., is the president and dean of faculty. Number of instructors, 22. Whole number of students in attendance during the year, 270. Estimated yearly expenses, including board, \$350. Number of graduates, 35. Number of volumes in library, 1,500. Value of apparatus, \$800. Value of college grounds and buildings, \$150,000.

PLACERVILLE ACADEMY, PLACERVILLE.

Organized, 1861; reorganized. 1871. Principal, E. B. Conklin, A. M.; assistant instructors, 8; number of pupils, 151. A seminary for the education of both sexes. Yearly expenses, \$275; cost of buildings, &c., \$15,000.

GOLDEN GATE ACADEMY, OAKLAND.

For instruction in studies preparatory to college and university. Estimated expenses per annum, \$320. Number of pupils, 64.

LAUREL HALL, SAN MATEO.

Founded, 1864. A French, German, and English school, offering educational advantages of high order. Expenses, \$380 per annum.

ST. MARY OF THE PACIFIC, BENICIA.

Organized, 1871, under the auspices of the Episcopal Church. It has a corps of 9 teachers, with 50 pupils, and the standard of graduation is high.

SACRED HEART PRESENTATION CONVENT, SAN FRANCISCO.

Organized in 1869. Mary Teresa Comerford, superioress. Number of instructors, 24. Number of students in attendance during the year, 800. Tuition, free. Number of volumes in library, 300.

MADAME ZEITSKA'S INSTITUTE, SAN FRANCISCO.

Organized, 1867. A French, German, and English institute of high repute. The modern languages form one of the principal features of this school. A library, cabinet, gymnastic apparatus, dumb-bells, &c., are provided for the pupils. Madame Zeitska has a corps of 8 assistants.

SACRAMENTO SEMINARY, SACRAMENTO.

Organized, 1863. Principal, Hermon Perry. Assistant instructors, 10. Number of pupils in attendance, 125. Gross income from board and tuition, \$13,000. Value of seminary property, \$35,000.

SAN JOSÉ INSTITUTE AND BUSINESS COLLEGE, SAN JOSÉ.

Organized, 1862. Day and boarding school for both sexes. Principal, James Vinson-haler; vice-principal, Mrs. A. M. Gates. The faculty consists of a corps of 8 teachers. The business college department ranks with the best in the State. Yearly expenses, \$280. Total number of pupils, 230.

GILROY SEMINARY, GILROY.

Organized, 1868. Three departments—primary, intermediate, and classical. Principal, Miss Sarah Severance, with 3 assistants. Library of 300 volumes.

SANTA BARBARA COLLEGE, SANTA BARBARA.

Organized, 1871. Apparently only a preparatory school thus far. Principal, 1874, F. V. Hopkins, M. D.; vice-principal, Miss E. C. Hatch, with 6 professors. The school is for both sexes and prepares scholars for entering the sophomore class of the university. Library and cabinets, and it is proposed to make practical mineralogy and chemistry prominent features of the course. It is an unsectarian institution, with 6 teachers and 55 students.

URBAN ACADEMY, SAN FRANCISCO.

Established, 1864. Special object, to prepare boys for the university course. Much attention paid to the study of German, Spanish, and French. Principal, Nathan W. Moore. Five teachers and 45 scholars.

NAPA COLLEGIATE INSTITUTE, NAPA.

The catalogue for 1873-'74 presented the following summary of students: classical, 8; scientific, 20; normal, 4; preparatory classical, 8; preparatory scientific, 76; primary, 43; other departments, 44—total, 203.

This seminary has received a valuable addition to its means of instruction and illustration in a magnificent cabinet of minerals, fossils, shells, &c., said to be unequalled on the Pacific coast for variety and extent. The collection becomes the property of the institute for a merely nominal sum, through the liberality of Rev. Stephen Bowers, pastor of the Methodist-Episcopal church at Napa.

SAN FRANCISCO HIGH SCHOOLS.

In the boy's high school the teachers are a principal and 6 assistants; the registered pupils, 240; the average daily attendance, 180. In the girls', a principal and 14 assistants constitute the corps of teachers. The registered pupils are 416; the average daily attendance is 339. The course of instruction, as shown by the questions used at the examination, appears good and thorough.

STATISTICS OF SECONDARY SCHOOLS.*

Two private schools for boys report to the Bureau of Education 5 teachers and 145 pupils: 70 in English studies only, 75 in classical, and 35 in modern languages. Of the whole number 30 are preparing for the classical course in college and 8 for the scientific. Drawing is taught in both these schools and vocal music in one. One reports a library of 150 volumes; but neither has a chemical laboratory nor philosophical apparatus.

Nine private schools for girls report an aggregate of 71 teachers and 887 pupils: 422 in English studies, 39 in classical, and 177 in modern languages. None are presented as engaged in preparation for a collegiate course. Drawing is taught in all the nine; vocal music in all but one, and instrumental in all. One has a laboratory for illustration of chemistry and two have philosophical apparatus. Seven have libraries ranging from 350 volumes to 2,000, the last number being that of the Mills Seminary, Brooklyn.

Four private schools for boys and girls, with 18 teachers in all, return 421 pupils, of whom 274 are in English, 62 in classical studies, and 12 in modern languages, 35 of the students being in preparation for a classical collegiate and 46 for a scientific collegiate course. Two of these schools give instruction in drawing; all in vocal and instrumental music. Two have laboratories and one has a philosophical cabinet.

Whole number of schools thus reporting, 15; teachers, 94; scholars, 1,453. Adding to these such of the before-mentioned as are not included in these returns, two more which report as high schools and four which report as preparatory schools, we have a total of 131 teachers and 3,077 pupils in connection with known schools of secondary character.

THE LINKING OF HIGH SCHOOLS WITH THE UNIVERSITY.

In order to bring the public high schools into their proper relation to the State university, the board of regents appointed a committee to devise a system for the high schools which should effect this object. The said committee, in the early part of 1874, prepared a bill for submission to the legislature, containing the following provisions:

High schools shall be of two classes, those which provide one and those which provide two courses of study. If only one course is provided it shall be the first course.

The first or modern course of study shall fit scholars for business or for the scientific department of the State university, and shall give instruction in algebra, geometry, higher arithmetic, book-keeping, history, English composition, and drawing. It is recommended that instruction be also given in French or German, and that the study of nature be begun by the study of the plants, trees, animals, rocks, climate, and other natural characteristics of the region in which the school is established.

The second or classical course shall include the mathematics of the first course, with so much of Latin and Greek as is required for admission to the classical department of the State university, (official department of California Teacher for January, 1874.)

SUPERIOR INSTRUCTION.

COLLEGE OF ST. AUGUSTINE, BENICIA.

Incorporated, 1868. It is a collegiate and grammar school, under the auspices of the diocese of California. Right Rev. William Ingraham Kip, D. D., LL. D., *ex officio* president. Dean of faculty, Rev. W. M. Tucker, A. M. Yearly expenses, \$350. The site of the college comprises twenty acres. Military discipline and drill in infantry tactics are required of all the cadets.

* From special returns to Bureau of Education.

ST. VINCENT'S COLLEGE, LOS ANGELES.

Chartered in 1869. A Catholic institution, conducted by priests of the congregation of the mission. Board and tuition per annum, \$250.

PACIFIC METHODIST COLLEGE, SANTA ROSA.

Organized in 1862. Denomination, Methodist Church South. President, A. L. Fitzgerald. Estimated yearly expenses, \$275. Graduates since organization, 34. Volumes in library, 500. Value of apparatus, \$300.

ST. IGNATIUS COLLEGE, SAN FRANCISCO.

Opened in 1855. Course of instruction, classical, mathematical, and philosophical. Conducted by the Fathers of the Society of Jesus.

ST. MARY'S COLLEGE, near SAN FRANCISCO.

Organized in 1863. In charge of the Christian Brothers. Three distinct courses—scientific, classical, and mercantile. Yearly expenses, \$300. Apparatus valued at \$2,000.

SANTA CLARA COLLEGE, SANTA CLARA.

Founded, 1851. Incorporated, 1855. Under the Fathers of the Society of Jesus, but open to all. President, Rev. A. Varsè. A monthly magazine, for improvement in English composition, is published by the students. There are, also, debating and dramatic societies. A chemical laboratory, with furnaces, &c.; a museum of natural history, with mineralogical and conchological specimens from different parts of the world; a complete philosophical apparatus; lessons in electric telegraphy and photography and superior musical instruction are among the many facilities afforded for a complete education. Expenses per annum, \$350.

FRANCISCAN COLLEGE, SANTA BARBARA.

Organized, 1868. Conducted by the Fathers of the Order of St. Francis. English and classical. Rev. J. J. O'Keefe, O. S. F., president.

CHRISTIAN COLLEGE OF CALIFORNIA, SANTA ROSA.

Organized, 1872. Dean of faculty, Alexander Johnston.

CALIFORNIA COLLEGE, VACAVILLE.

Organized, 1871. Denomination, Baptist. Instruction, both collegiate and theological. President, A. T. Worrell. Annual expenses, \$300.

UNIVERSITY OF THE PACIFIC, SANTA CLARA.

Incorporated, in 1851, under the auspices of the Methodist-Episcopal denomination. It is for both sexes. Estimated yearly expenses, including board, \$295. Value of apparatus, \$2,500.

UNIVERSITY OF CALIFORNIA.

This university was instituted March 23, 1868. The instructions were commenced in Oakland, in the autumn of 1869, since which time the number of students has steadily increased. Instructions began at Berkeley, the chosen permanent site, in the autumn of 1873, two excellent buildings having been constructed at the expense of the State. Notwithstanding the temporary difficulties inevitably attending the transit, the university entered upon its sixth year with unprecedented promise of success. The numbers enrolled greatly exceeded those of any former year. The institution has made rapid and continuous progress under the presidency of Mr. Gilman.*

The administration of the university, including the finances, care of property, and appointment of teachers, is in the hands of a board of regents. The instruction and government of the students at Berkeley are intrusted to two faculties, which have hitherto acted as one body: the faculty of science and that of letters. The medical faculty in San Francisco is a distinct body. All the professors and instructors of the university constitute what is termed by law the academic senate, the meetings of which are expected to be infrequent and are restricted to matters of general concern.

Organization.—In accordance with the law, seven colleges have been more or less fully organized: of letters, of agriculture, of mechanics, of mining, of engineering, of chemistry, and of medicine. The State appropriations are devoted to the six colleges first named, the college of medicine being self-supporting. The California College of Pharmacy has been affiliated with the university, retaining its own organization.

Site.—The site at Berkeley is a domain of about 200 acres, situated on the slope of the Contra Costa hills, about five miles from Oakland, facing the Golden Gate. The back-

* Information has been received that President Gilman has resigned, to accept the presidency of the Johns Hopkins University, at Baltimore, and that Professor Le Conte, the senior officer, has become acting president.

ground is composed of the lofty hills of Contra Costa. In front, the ground gradually slopes down a mile and a half to the bay. The buildings are in full view of San Francisco, the Golden Gate, and the mountain scenery of Marin County. The groves of trees about the halls have made a fine growth, and already are almost like a forest. The ground is traversed by two water-courses, is much diversified in aspect, and is adapted to a great variety of culture. A part of the site is reserved to illustrate the work of agriculture and horticulture and is to be brought under immediate cultivation. Such work has hitherto been necessarily delayed for the want of funds and for the want of plans. So far as possible, such students as desire to earn something by their manual labor will be employed upon the grounds.

Buildings.—As mentioned last year, two large and convenient buildings have been constructed by the State, at an expense of over \$300,000, besides a number of boarding-houses and eight cottages for the convenience of the students—six occupied by the young men and two by lady students. Medical College building in San Francisco has been given to the university, by the munificence of Dr. H. H. Toland, in honor of whom it is known as Toland Hall. There were in 1873-'74 51 students attending lectures at this college, and in connection with the lectures there have been set on foot a medical and surgical clinic, a clinic of diseases of the eye and ear, and an obstetrical clinic, where throughout the course diseases in all their varieties and stages may be studied at the bedside. A chair of hygiene has also been established. There is a library of 2,300 volumes of medicine and the collateral sciences. Connected with the college is also a medical museum, numbering 900 abnormal and pathological specimens. The property is valued at \$75,000. The liberality of Dr. Toland in so generously endowing a school of medicine is greatly to his credit, and the unconditional transfer of such a gift to the university inaugurates a medical department in accordance with the expectations of the State, expressed in the organic act creating this university.

College of letters.—The north hall, or college of letters, is devoted, for the present, to a large assembly-room; a philosophical lecture-room, with apparatus-room and study attached; a general lecture-room; twelve class-rooms; faculty-rooms; study for the young men when not in recitations; and study for the young ladies when not in recitations.

The college of agriculture.—In the south hall, or college of agriculture, the rooms are as follows: chemical laboratories, with their accessory store-rooms, balance-room, study, &c.; lecture-room for scientific lectures; lecture-rooms and work-rooms of the professor of agriculture; temporary library and reading-rooms; temporary museum-rooms, for the collections of the State geological survey, and for other collections—agricultural, mineral, metallurgical, &c.

In this college of agriculture, within the past year the following among other things have been accomplished: The Berkeley property has been surveyed by a competent engineer, the right places marked out for agriculture, horticulture, botanical garden, and forestry, and also for roads, paths, buildings, and bridges. A special survey has been made of the water-rights of the university, so that a supply of water for household and garden purposes may be assured and the drainage may be wisely regulated. The grounds have been placed under the charge of a competent agriculturist, who is also by law the secretary of the board, residing and holding his office at Berkeley. With him is associated a well-trained gardener, who has charge of the horticultural work. A convenient propagating-house, with the necessary appurtenances has been constructed. A barn has been contracted for. Additions have been made to the agricultural and botanical museums. A special appropriation of \$1,000 has been made for the purchase of Auzoux models, showing the internal structure of domestic animals and of plants. The lecture-diagrams made use of by the late Prof. H. J. Clarke, of the Amherst Agricultural College, have been bought. Four eastern gentlemen familiar with the agricultural schools of other States have been invited to come here and give special instruction to the students in agriculture, in addition to what they will receive as heretofore from the professor of agriculture. Arrangements are also in progress to secure the aid of California agriculturists in the specialties to which they are devoted, and to enable the students to visit the best farms, dairies, and gardens of the neighborhood. A diploma, equal to that given in the college of letters, and appropriate to all the scientific colleges, has been engraved and given to the agricultural graduates of this year and the last.

Facilities offered.—Tuition in all departments of the university, except the medical college, is absolutely free. The helps to students are increasing, and no industrious, ambitious student, however limited in resources, need despair of obtaining a full and thorough education. The State originally declared that there should be no dormitory system in the university. This restriction was subsequently removed from the law, but no pecuniary provision made for boarding-houses or lodgings. Recently, however, club-houses have been put up by the regents, wherein clubs of students can live well at \$16 per month; and for such as may not even be able to pay that amount, the regents and their friends have established a students' loan fund, from which any student in good standing can receive prompt and substantial aid by simply stating his case. To

enable the students receiving such aid to re-imburse their helpers, the university authorities have encouraged students to inaugurate schemes by which they can earn something for themselves. A printing-office has been established, a member of the board contributing the necessary amount, \$1,000, for its establishment. The university loans the office to such as are seeking self-support; and a number of young men and women have been thus enabled to help themselves in their college course, besides getting a drill in accurate composition and English culture. In addition to these aids, the secretary and gardener employ any who wish to work for recompense in the museum and in the fields of the university farm. Again, to encourage such as desire to stay after graduation and pursue the more profound studies, some from each graduating class are retained on the corps of instruction, to give part of their time from studies, for a fair remuneration. About ninety of the students are known to have earned a part of their support during the past year. The students are not only enrolled in separate colleges, but in each college they may enter in regular or special courses. The regular courses are strongly recommended to those who want a thorough and systematic education. The special courses are adapted to those who desire to acquire proficiency in a single branch or who are unable to remain long enough to pursue a full course.

Optional studies.—Students already proficient in the studies laid down in the general scheme which they are following, or who have sufficient extra time at their disposal, may pursue optional studies, with the permission of the faculty; or they may attend lectures and exercises appointed for other sections of the university, if it does not conflict with their regular appointments.

Post-graduate instruction.—Students in post-graduate courses will be received in chemistry, engineering, and such other specialties as may be provided by the heads of the different departments.

Lectures.—Courses of lectures are arranged for the year, embracing, as subjects, political economy, social science, physical geography, physics, mechanics, natural history, geology, agricultural chemistry, military science, ancient literature, Greek and Roman archaeology, and constitutional law. Weekly assemblies of students will also be held, at which occasional lectures and other literary exercises may be expected.

Report of regents.—In response to a resolution of the senate and assembly inquiring into the affairs of the University of California, the regents of the university made a clear and exhaustive report, from which we extract the following items of information. The object of the course of instruction given in the university in all its departments, including those of agriculture and the mechanic arts, is to furnish a broad and liberal culture adapted to the various callings of intelligent and educated citizens. With this aim in view, the course of instruction in the colleges of agriculture and mechanic arts has been so arranged as to embrace an English course extending through four years; a course in modern languages, extending through three or four years; a complete course of mathematics, extending through three years; a three years' course of mechanics and physics; a three years' course in natural history and geology; a course of chemistry, general and analytical, extending from two to four years; a course of engineering and surveying, important in its application to irrigation and reclamation of lands; courses in astronomy, physical geography, and political economy. A special course is also given to the students in the agricultural college, by the professor of agriculture, on the subjects relating more specifically to that department.

In the college of mechanic arts the apparatus has been new and good and the courses of instruction have been comprehensive and extensive. The aim has been to teach principles with thoroughness, and to show, at the same time, as far as possible, the application of these principles to the various industries of society. There are abundant opportunities in the neighborhood of the university to witness great industrial undertakings and to study the actual condition of mechanical enterprise. The engineering studies of the university are closely related to the mechanic arts. These studies are not restricted to the measurement of land and the survey of the country, but include the strength of materials, the principles of construction, the work of the architect and builder, the supply of water and the control of water-power, drainage and sewage, the development of mines, and a score of other topics, in which the application of mathematics to strong and solid structures is involved.

Further plans.—To popularize the work of the university, the regents instituted, at the beginning of their work, six courses of lectures in San Francisco, adapted, as far as possible, to the needs of intelligent mechanics, teachers, and others who are there desirous of adding to their knowledge of modern science. It was not supposed that these courses would do more than serve a temporary purpose, but it was hoped that they would lead to the foundation, in San Francisco, of a polytechnic school, or school of the useful arts. During the past year a member of the board of regents secured from a number of gentlemen the guarantee for two years of a sum of money sufficient to begin a school of this sort, on a comprehensive foundation, independent of, and yet affiliated with, the university. A well-planned scheme was proposed and approved by the parties interested in the project.

Finances of university and general prosperity.—The total expenditures by the regents

during their six years of service, exclusive of the amount paid directly by the State for buildings, have been \$548,293.76. If to this amount is added \$272,000 expended directly by the State for the construction and equipment of buildings, it will show a total expenditure on university account of \$820,293. The amount paid for instruction, for free scholarships, and for support of a preparatory department, aggregates \$235,705.47.

The property of the university is valued at \$840,000. The prosperity of the year 1874-75 surpasses that of any former year, and the friends of the university are full of hope and courage. The commencement exercises, July 22, 1874, were of marked interest. The graduating class, numbering 24 members, selected their own themes and the mode of discussion. The theses were generally chosen with reference to the special college in which the candidates were enrolled, and exhibited the results of the work accomplished. They were in the highest degree satisfactory, evincing a thorough and accurate knowledge of the subjects treated.

Statistics of universities and colleges, 1874.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship-funds.	
College of Our Lady of Guadalupe.	3	35									600
California College	2	1	110	48	\$25,000	\$20,000		\$4,000			2,000
Franciscan College	15			75		0	\$0		\$0		2,500
Hesperian College	9		113		30,000	10,000	1,000	4,500	0		160
Missionary College of St. Augustine.	8	0	50	40	60,000	0	0	30,000	0	\$0	11,500
Pacific Methodist College	11		166	106	40,000			7,000	0		11,000
Petaluma College											
St. Mary's College	17	0	125	36	200,000	0	0	55,000	0	0	3,000
San Rafael College											
Santa Clara College	26	0		210	100,000	0	0		0	0	113,500
St. Vincent's College	5				11,520						1,000
St. Ignatius College											
University of the Pacific	8		82	47	58,000	40,000	3,000	4,800			11,900
University of California	23	1		100	500,000	(a)		0	24,193	0	11,000
University College	7			90							
Washington College											

* Including board.

† Includes society libraries.

‡ Also 23 students unclassified.

a State endowment of \$50,000 per annum recently completed; income from national endowment for the year, \$19,500.

PROFESSIONAL AND SPECIAL INSTRUCTION.

SAN FRANCISCO THEOLOGICAL SEMINARY.

Organized, 1871. Presbyterian, but open to students of all denominations. President, W.A. Scott, D. D., LL. D. Tuition and room-rent free. Students have free access to libraries containing 150,000 volumes; and by an arrangement with the faculty of the Pacific Medical College the students of the seminary are entitled to attend the courses of medical lectures free.

PACIFIC THEOLOGICAL SEMINARY, OAKLAND.

Established in 1869. Congregational. Students received from any of the evangelical churches. Course of study, three years. Rent of rooms, text-books, use of library, and tuition free. Board in seminary, \$3 per week.

MEDICAL COLLEGE OF THE PACIFIC.

Established in 1858. It is now the medical department of University College. It has an efficient corps of professors—the most eminent physicians in the State.

CALIFORNIA COLLEGE OF PHARMACY, SAN FRANCISCO.

Incorporated in 1872. The faculty of the college is constituted of actual pharmacists and due attention is given to the practical as well as the theoretical portion of the science of pharmacy. It is the aim of the college to qualify those who avail themselves of its advantages to cope with all emergencies that arise in the business of legitimate pharmacy. The course of the past year included materia medica, pharmacy, chemistry, and botany.

Statistics of schools for scientific and professional instruction.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	
SCHOOL OF SCIENCE.									
Agricultural, Mining, and Mechanical Arts College, (University of California.)	13	.....	131	4	.....	.....	.....	.....	.....
SCHOOLS OF THEOLOGY.									
Pacific Theological Seminary	7	2	9	3	\$50,000	.....	.....	.....	1,600
Theological Seminary of San Francisco	4	.....	.....	3	.....	.....	.....	.....	5,000
SCHOOLS OF MEDICINE.									
California College of Pharmacy	4	.....	23	1	15,000	\$0	\$0	\$1,500	.....
Medical department of the University of California.	22	.....	57	1	100,000	.....	.....	13,000	1,600
Medical College of the Pacific.....	11	.....	25	3	.....	0	0	.....	0

CALIFORNIA ACADEMY OF SCIENCES.

Organized, 1853. Object, the promotion of science by the holding of meetings for scientific intercourse and discussion, by the establishment of a museum and library, and by other suitable means. Some of the papers read during the year have been largely copied abroad, not only for their scientific interest, but also for their practical value.

HEALD'S BUSINESS COLLEGE.

This leading commercial school of the Pacific coast, and one of the largest, most complete, and thorough of the kind in the United States, is located in San Francisco, and during the past year has had in attendance over 600 students. Actual practice in business affairs is so united to the theoretical study of accounts that the progress of the student is easy and rapid and the knowledge acquired is of the most practical character. There is a telegraphic institute connected with the college, where young men and women are fitted for telegraph-operators. Until recently, ladies have not been received into the college for tuition; but they are now admitted into all the school departments. Their progress has been highly satisfactory. This school is one of the Bryant and Stratton colleges, long and favorably known in the eastern States. There are fifteen competent teachers in the different departments.

SAN FRANCISCO ART ASSOCIATION.

Organized, 1871. Objects, the promotion of painting, sculpture, and fine arts akin thereto, the diffusion of a cultivated taste for art in the community at large, and the establishment of an academy or school of design. Total membership, 710.

SCHOOL OF DESIGN, SAN FRANCISCO.

Organized, 1873. Its affairs are managed by a committee of the members of the art association. The first year closed under the most favorable auspices. The class numbered 60 pupils. Its second year, begun, promises far better results than the former year. Pupils in attendance show marked skill in drawing from casts and models, and some have attained excellence in original design, both in painting and crayon-sketching.

SCHOOL OF PRACTICAL CIVIL ENGINEERING, SAN FRANCISCO.

It affords facilities for instruction in civil engineering, mining, mechanical engineering, surveying, mechanical drawing, architectural drawing, engineering drawing, and free-hand drawing. Prof. A. Van Der Naillen, principal. Terms, \$20 per month.

GRAPHIC CLUB.

Organized, 1873. This is, also, an offshoot of the art association. Object, improvement in the art of impromptu sketching. It numbers about 40 members.

SAN FRANCISCO LITERARY AND DRAMATIC SOCIETY.

Organized, 1873. Object, improvement of its members in elocution and literature.

SAN FRANCISCO MICROSCOPICAL SOCIETY.

This society, organized four years since, has for its object the study of microscopical science on the Pacific coast. It is increasing in interest and usefulness. It holds semi-monthly meetings, which are well sustained.

HANDEL AND HAYDN SOCIETY.

Incorporated, 1873. Numbers 200 members. Object, cultivation of musical art and the promotion of musical science. It gives a series of first-class concerts every year of the highest order.

CALIFORNIA HISTORICAL SOCIETY.

Incorporated, 1870. Number of members, 39. Annual meeting at College of Santa Clara on commencement-day. Object, cultivation of the history, antiquities, and ethnography of the western coast of America, and the publication of early relations and documents connected therewith.

MECHANICS' INSTITUTE, SAN FRANCISCO.

Organized, 1855. The objects of this institute are the establishment of a library, reading-room, collection of a cabinet, scientific apparatus, works of art, and other literary and scientific purposes. The society has a reading-room well supplied with the leading scientific and literary periodicals of the day and a valuable library containing 21,000 volumes. The institute sustains a course of lectures, historical and scientific, every winter. A fair is held annually, under the auspices of this institute, which is continued for several weeks, thus giving fresh impetus to local industries and manufactures.

COSMOPOLITAN SCHOOLS.

These deservedly popular schools were first established, nearly ten years ago, by Hon. J. C. Pelton, a pioneer educator in the State, who will go down into history as having also organized what proved to be the germ of the first public school in the State. These cosmopolitan schools, though assailed by much opposition at first, after three years of ever-increasing usefulness, received such an unmistakable indorsement from not only all public educators, but from private patronage, as to insure their sure establishment and perpetuity. They stand to-day as a grateful tribute to the persevering fidelity of their indefatigable founder.

THE SCHOOL SHIP.

The school ship question is still agitating the citizens of San Francisco. The details of the proposed enterprise, as elucidated by Lieutenant-Commander Glass, of the United States Navy, who will have charge of the school when everything is ready, are substantially these: The school would supply a want felt in the Navy and the commercial marine of the United States, both of which are beginning seriously to feel the need of educated seamen. The scheme has in it the elements of success, if the school is made attractive; and to make it attractive it must be made honorable. The boys entering it must be given to understand that their service is not in the nature of a penalty for crime, but an avenue to an honorable future life. If there be no openings for promotion in the Navy, there is prospect of advancement in the commercial marine, where any graduate of the school who is true to himself might hope to attain the highest place. There should be a regular course of study, besides the indispensable drill, the branches taught being reading, writing, and arithmetic, and an elementary knowledge of navigation. Lieutenant Glass expects, also, to have several assistants from the Navy, including an executive officer, two or three junior officers, a surgeon, and paymaster. The instruction for the first year or two will probably be given by experienced seamen detailed by the Navy Department for that duty. After a few years, the more advanced boys may assist in the drill or in giving lessons to beginners, this being one of the inducements that might be held out as a reward of excellence. Regular cruises will be taken with a view to giving necessary practical instruction. Examinations may be held at intervals, under the direction of the board of supervisors and board of

education, and those found to be qualified afterward be drafted out to vessels needing their services. The school, once established, will be easily kept full from various sources of supply. The society laboring for the reformation of the hoodlum element will furnish a part; other benevolent associations will assist, and enough will probably come in of their own accord, or at the instance of their parents, to furnish all who may be wanted. The act of Congress regulating the matter very strictly forbids the ship being made a penal institution; but nothing need be apprehended on that score. Lieutenant Glass visits Washington to make all necessary arrangements with the Navy Department, and will visit the schools of Boston and New York for the purpose of learning what is to be done and what is to be avoided here. Returning at the earliest possible moment, he will have the Jamestown got ready, under his immediate supervision, and placed at once at some convenient point in the bay for the reception of pupils.

CHINESE MISSION, PRESBYTERIAN.

This mission, established more than twenty years ago, is the leading mission of the Pacific coast. The past has been its most prosperous year, and the marked progress made by the pupils elicited the warmest encomiums from the local press of the city at its last examination-exercises. Speaking of these one of the city papers says: "The feature of the entertainment most remarkable and best calculated to exhibit the intellectual grasp and keen appetency for knowledge of the Chinese was the examination of the classes in spelling, arithmetic, grammar, geography, history, and astronomy. The questions, which were varied and general in their scope, embracing a fair range in all the different branches named, were promptly and correctly answered, not a single mistake occurring during the entire examination. This is but an exemplification of the rigid painstaking and persistent fidelity of the Mongolian race to whatever they set themselves to accomplish. They are indefatigable and untiring. And when it is remembered that all these pupils are busily employed during the day and many of them a part of every evening, the improvement is most remarkable. They bend to their tasks with earnest application and spare no pains to improve. We have much to learn from this patient, plodding, painstaking people; and this wondrous juxtaposition of these two great races has a double meaning involved in it. We are not dealing with a dull, besotted, stupid people, but with a keen, energetic, intellectual race; and whatever differences of opinion may exist in regard to the social or civil aspects of the questions involved in this commingling of the nations, there can be but one opinion in reference to the industrial and educational tendencies of the Mongolian mind.

"The annual report showed the school to be in a most prosperous condition, the average attendance for the past year being 90. Several of the best pupils had left for China, but were expected to return. Hong Noy, a promising student of this mission, is now in the Imperial College at Peking pursuing his studies."

CHINESE MISSION DAY-SCHOOL.

This school was established some five years since for the education of Chinese girls and women. There has been a gratifying increase in all its interests during the year. Over 100 children have received instruction during the year. The mental capacity of some of these children, when tested, seems wonderful. A pupil, only four weeks from China, learned to read connectedly, though attending school only between his hours of labor. Letters from the earlier pupils of this active school have been received from China strongly advocating the education of Chinese women on this coast, that they, in turn, may educate their sex here and in China. This expression is encouraging, coming as it does from those formerly governed by all the prejudices of their nation.

CHINESE WOMAN'S HOME, SAN FRANCISCO.

Organized, 1874. Object, the reclamation and education of Chinese women. It has opened under the most encouraging auspices.

CHINESE MISSION, METHODIST.

This mission has been doing a good work during the past year. Aside from the general educational features there is connected with it an asylum for Chinese women and girls, who may be saved from lives of slavery and shame. The schools are graded into four classes, employing four experienced teachers, and are open every evening during the week, except Saturday. Tuition, \$1 per month. The progress made, as evinced by recent public examination-exercises, is highly encouraging. The attendance varies, but is uniformly good. Total cost of property, \$32,000.

CHINESE MISSION, BAPTIST.

This institution, opened three years since, has been steadily advancing, and is doing its work in the education and enlightenment of the Chinese on the coast. The school proper is not large. The library, consisting of works in the English and Chinese languages, numbers some 500 volumes.

CHINESE MISSION, CONGREGATIONAL.

The Pacific, of May, 1874, states that the American Missionary Association has, in California, 9 schools for the Chinese, with 11 teachers; that, of these schools, 3 (at Sacramento, Santa Cruz, and Los Angeles) have both day and evening sessions, the other 6 being held in the evening only; that on the rolls of these several schools have been recorded, since October 1, 1873, 763 names; that, of this number, 118 were added to the roll during the month of March, 1874; that the average attendance in April was 132; and that 220 remained at the beginning of May.

As these figures show, the Chinese population and attendance are in a state of continual flux, some coming and others going all the time, but very many constantly evincing a desire to avail themselves of the means of education offered them. Sixty-four have attended steadily for three months or more; 29 have professed to see the evil of idolatry; 70 have given good evidence of a change of life and principles; and all have received an amount of secular instruction that must aid them greatly in their intercourse with those around them.

CHINESE IN THE PUBLIC SCHOOLS.

The San Francisco Bulletin of March 30, 1875, states that on the preceding day the board of education for the city of Sacramento, by a vote of 5 to 2, resolved to admit, to one of the primary schools, a Chinese girl applying for such admission. The girl had been born of Chinese parents in California and had resided in the State since her birth. This case will probably settle, as to all so born and resident, the much-debated question of the admission of Chinese children to the schools.

THE LADIES' PROTECTION AND RELIEF SOCIETY.

This society has under its supervision a home where friendless or destitute girls of the age of 2 to 14 years and boys of from 3 to 10 years may be received and provided for, until permanent homes in Christian families can be secured for them. The children here have fine educational advantages and show commendable progress in study. Nearly two hundred children have been cared for during the past year. Value of property, \$44,000. A bequest of \$25,000, by James Lick, was a valuable assistance to this excellent charity.

PROTESTANT ORPHAN ASYLUM.

Organized, 1851. One of the oldest charities in the State. There are about one hundred and seventy children now in the institution, and the annual examination and exhibition exercises evince the careful training given to the children. Valuable additions and improvements have been made to the property during the year. A handsome bequest, by James Lick, was made to the asylum some months since.

TEACHERS' MUTUAL AID SOCIETY.

Organized in San Francisco, 1873. Meets at the rooms of the board of education semi-monthly. Objects, the mutual assistance of teachers of the San Francisco school department, and more particularly to minister to the wants of the sick. It has been found to be a valuable auxiliary to the public school department.

PACIFIC HEBREW ORPHAN ASYLUM.

Organized, 1871, for the protection, care, relief, and education of orphan children, and for the care of aged Israelites who are without adequate means of support.

ROMAN-CATHOLIC ORPHAN ASYLUM.

Established, 1851. It provides for and educates, annually, about eight hundred children. A farm of 53 acres is the property of the society, where has been established a branch institution for the accommodation of young children, called St. Joseph's Infant Asylum. This is one of the largest charities in the State.

BOYS' AND GIRLS' AID SOCIETY, SAN FRANCISCO.

Organized, 1874. Object, to better the condition and elevate the tastes of the friendless and neglected boys of San Francisco.

THE LITTLE SISTERS.

Incorporated, 1874. This society is doing good in caring for and teaching the younger children of working-women during the day, thus permitting the overburdened mothers to perform the work required for their subsistence. It gives the children a start in the right direction and is a new aid in promoting the early education of the children of the poor.

ST. BONIFACE ORPHAN ASYLUM.

This institution was founded, a few years since, for the reception of children of every nationality, who could find no home elsewhere. It is private property, but is a valuable educational aid. The building has all the children it can accommodate.

INSTITUTION FOR THE DEAF, DUMB, AND BLIND, *near OAKLAND.*

Opened in 1860, with 3 pupils. State aid obtained in 1865. The school is now entirely organized under State auspices. The whole cost of buildings, grounds, shops, heating-apparatus, laundry, and furniture has been about \$180,000. The institution can accommodate about 150 inmates. During the year 112 persons have received instruction. It is not an asylum in any sense of the term, as its inmates are received only for purposes of education. The benefits of the institution are free to all resident deaf and dumb or blind persons between the ages of 6 and 25, who are of sound mind, free from offensive or contagious diseases, and of correct moral habits. Warring Wilkinson, M. A., is the principal, who is assisted by a corps of 6 competent teachers. The recent removal of the university to Berkeley brings its sphere of usefulness within reach of this institution. Already two deaf mutes have entered college, one in the scientific course, the other in a special course of chemistry and physics. It is believed that no congenital mute ever before entered a college to compete with students who could hear, and the progress of these young men will be watched with great interest.

The State legislature having made liberal appropriations for a mechanical department connected with the institution, a shop has been fitted up for the blind, and the experiment of teaching basket-making and the cane-seating of chairs is now going on. The pupils have taken hold of the work with zeal. Nearly every blind boy can already seat chairs and many can turn out a very respectable basket. The shoe-shop and cabinet-shop are also doing well. The deaf-mute pupils engaged therein supply all the boots and shoes, furniture, and repairs needed by the institution, besides selling to customers in the neighborhood. The time spent in the shops does not interfere with the duties of the class-room, and the pupils leaving the institution have an assured means of support, and become at once a part of the productive forces of the State.

The school law of California says: "Whereas the State has provided an institution for the gratuitous instruction of all resident deaf, dumb, or blind children between the ages of 6 and 21 years, every parent or guardian of any child or children afflicted with deafness or blindness shall be required, under penalties, to send such child or children to said institution for a period of not less than five years, unless such child or children shall have been excused by the authorities on certain specified grounds."

STATE PRISON SCHOOL.

Organized in 1869. Its object is the reform of prisoners. M. Smith is the present instructor, assisted by a corps of about 30 teachers. Weekly attendance, 200. Library valued at \$3,500. Considering the unfavorable circumstances—want of light, room, &c.—the progress made is very encouraging. The branches taught are English, French, Spanish, geography, and mathematics.

CITY AND COUNTY INDUSTRIAL SCHOOL.

Number of boys in this institution July 1, 1874, 203. The school is graded, and the pupils rank as follows: In the first grade there are 31; in the second, 21; in the third, 29; in the fourth, 29; in the fifth, 22; in the sixth, 14; in the seventh, 26; in the eighth, 5. The institution is well ordered and prosperous and is proving a reformatory refuge for those who are assigned to its protection.

MUNIFICENT BEQUESTS OF JAMES LICK.

The munificent gifts of James Lick to benevolent and educational objects in the past year are worthy of especial mention, alike from their character and their amount. On the 2d day of June, 1874, he conveyed all his immense property, in trust, to certain parties, for various uses and purposes.

The James Lick Observatory.—Among the sums bequeathed was \$700,000, for the purpose of constructing and putting up on the land deeded for the object a powerful telescope, superior to and more powerful than any telescope ever yet made, with all the machinery appertaining thereto and appropriately connected therewith, or that is necessary and convenient to the most powerful telescope now in use, or suited to one more powerful than any yet constructed, and a suitable observatory connected therewith. The site was left to the final judgment of the trustees, but the same must be located within the State of California.

The Protestant Orphan Asylum received also the sum of \$25,000 in gold coin, and the city of San José, through the legally-constituted authorities, \$25,000, for the purpose of building and supporting an orphan asylum in or near the vicinity of said city.

The Ladies' Protection and Relief Society, of San Francisco, received also the sum of \$25,000.

The Mechanics' Institute, of San Francisco, received \$10,000, to be applied to the purchase of scientific and mechanical works for said institution.

The Society for the Prevention of Cruelty to Animals received \$10,000, accompanied with

a hope on the part of the donor that the trustees of said society may organize such a system as will result in establishing a similar society in every important city and town in California, to the end that the rising generation may not witness or be impressed with such scenes of cruelty and brutality as constantly occur in the State.

Free baths.—"Cleanliness is next to godliness," and is no mean part of a wholesome training; we, therefore, record also his gift of \$150,000 for free baths in the city of San Francisco.

Emblematic statuary.—He gives also the sum of \$250,000 for a group of bronze statuary, which shall represent, by appropriate designs and figures, the history of California and its progress in education, mechanical arts, mining, manufacturing and mercantile pursuits, agriculture, and the general growth and prosperity of the State. The same are to be placed in the State capitol in Sacramento.

School of Mechanic Arts.—The sum of \$300,000 is given to found and endow the California School of Mechanic Arts, the object and purpose of which shall be to educate males and females in the practical arts of life, such as workers in wood, iron, stone, or any of the metals, and in whatever industry intelligent mechanical skill now is or can hereafter be applied, such institution to be open to all youths born in California.

The *California Academy of Sciences* and the *Society of California Pioneers* receive the residue of the proceeds of his property, to be expended by them respectively in the erection of buildings, the purchase of a suitable library, natural specimens, chemical and philosophical apparatus, rare and curious things useful in the advancement of science, and generally in the carrying out of the objects and purposes for which said societies were respectively established.

The various other charities of Mr. Lick, munificent as they are, do not pertain immediately to educational advancement, and therefore have no legitimate place in this report.*

OBITUARY RECORD.

HENRY DURANT.

Hon. Henry Durant, the founder of the College of California, the first president of the State University, and mayor of Oakland, died in that city on Friday, January 22, aged 73 years.

Though never a man of robust health, President Durant's regular and careful habits had enabled him to enjoy almost uninterrupted activity until three years ago, when a severe attack of pneumonia prostrated his strength to such a degree that he felt it a duty to resign the presidency, which seemed of right to belong to one who, inheriting and acquiring all that is best in eastern culture, had been educated by a long and varied experience into the fullest knowledge of the wants of this coast.

After the mantle of the presidency fell from his shoulders, his fellow-citizens, long accustomed to look to him for counsel on every question which concerned the public welfare, twice elected him their chief magistrate. Large private interests also claimed his attention.

Fifty years before his death, Mr. Durant was a tutor in Yale College. Forty years before, he was pastor of a church in Massachusetts, his native State. Twenty-five years before, he, as a missionary of education and culture, set his face toward the shores of the Pacific.

With the men who came to lay the foundations of a fortune, he came to lay the foundation of a school. When other men mined to get gain, he mined for the wherewithal to build a house of learning to last forever.

As soon as there were boys enough who wanted knowledge, he began to teach, earning his bread and sometimes theirs, with hand or brain, as it happened, until the college school took root in the Oakland sands. Many a crop of discouragements had to be plowed in before he began to see signs of a harvest. He labored, he sacrificed, he risked all that he had and all he expected to have, he put his every faculty in pawn, to build a great free institution of learning on this coast, and he succeeded.

The college had been established on secure foundations when the two grants of lands made by Congress to the State for the purpose of higher education—the first of seventy-two sections for a higher seminary of learning, the other of one hundred and fifty thousand acres for industrial education—left nothing to be desired in the way of immediate endowment, provided those interests were made harmoniously to serve each other. With characteristic generosity, the valuable property of the College of California was made over to the State with no other condition than that a college of letters should be maintained in the new university. The rarest proof of Mr. Durant's greatness of character was given in his constancy to the interests of the institution, when, this transfer having been completed, no place either in the faculty or board of regents was offered him. Had Starr King lived, so great an oversight could not have occurred. From all sides a suitable recognition of Mr. Durant's services was pressed upon the

* In March, 1875, Mr. Lick requested the trustees to revest in him the property intrusted to them. In April it was announced that he had reconveyed most of the amounts for educational and charitable purposes.

board of regents for two years. "Who is this Henry Durant?" a regent inquired at a meeting of the board. "Henry Durant," replied John B. Felton, repeating the question, "is the Nestor of education on the Pacific coast, a man whose shoe-latch not one of us is worthy to unloose; a man who alone of all who are connected with the beginnings of this university will pass into history." And then, in words few, fitting, and sufficient, Felton proposed his election, which was made unanimous; a most gratifying event to the faculty, who had found in him their truest adviser and friend. His influence upon the students was inspirational from the beginning of their course, and told not only upon their scholarship, but upon whatever manhood there was in a man.

An active member of the Independent Presbyterian Church, his religious convictions were broad and liberal. He identified himself with the masonic fraternity late in life. He was eminently social, and made it a duty to promote every wholesome amusement.

And now he rests; his greatness and his sweetness
No more shall seem at strife;
And death has molded into calm completeness
The statue of his life.

(From a notice by Prof. Ezra S. Carr, M. D.)

LIST OF SCHOOL OFFICIALS IN CALIFORNIA.

Hon. H. N. BOLANDER, *State superintendent of public instruction, Sacramento.*

STATE BOARD OF EDUCATION.

Name.	Post-office.
His excellency Romoaldo Pacheco, governor, president	Sacramento.
Hon. Henry N. Bolander, State superintendent of public instruction, secretary.	Sacramento.
A. C. McMeans, superintendent of Sonoma County common schools	Santa Rosa.
T. O. Crawford, superintendent of San Joaquin County common schools	Stockton.
W. F. B. Lynch, superintendent of Alameda County common schools	East Oakland.
J. G. Kennedy, superintendent of Santa Clara County common schools	San José.
G. R. Kelley, superintendent of Sacramento County common schools	Sacramento.
James Denman, superintendent of San Francisco County common schools	San Francisco.
Charles H. Allen, principal of the State Normal School	San José.

CITY SUPERINTENDENTS.

Hon. William T. Luckey	Los Angeles.
Hon. S. C. Denson	Sacramento.
Hon. James Denman	San Francisco.
Hon. Joseph Leggett, deputy superintendent	San Francisco.
Hon. G. S. Ladd	Stockton.

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.	County.	Superintendent.	Post-office.
Alameda	W. F. B. Lynch ..	East Oakland.	Plumas	W. S. Church ...	Taylorville.
Alpine	A. C. Pratt	Monitor.	Sacramento ..	G. R. Kelley....	Sacramento.
Amador	S. G. Briggs	Jackson.	San Benito....	H. Z. Morris....	Dorrisville.
Butte	H. T. Batchelder ..	Chico.	San Bernardino	H. Goodcell, jr. .	San Bernardino
Calaveras	J. B. Garvey	San Andreas.	San Diego	J. H. S. Jamison .	N. San Diego.
Colusa	J. E. Putnam	Colusa.	San Francisco.	James Denman ..	San Francisco.
Contra Costa ..	A. Thurber	Pacheco.	San Joaquin....	T. O. Crawford..	Stockton.
Del Norte	Max Lippowitz	Prescent City.	San Luis Obispo	James M. Feltz ..	San Luis Obispo
El Dorado	John Munson	Placerville.	San Mateo	C. G. Warren	Redwood City.
Fresno	T. O. Ellis, sr.	King's River.	Santa Barbara.	J. C. Hamer	Santa Barbara.
Humboldt	E. C. Cummings ..	Rohnerville.	Santa Clara ..	J. G. Kennedy ..	San José.
Inyo	J. W. Symmes	Independence.	Santa Cruz	W. H. Hobbs	Soquel.
Kern	L. A. Beardsley ..	Bakersfield.	Shasta	G. W. Welch	Shasta.
Klamath	A. Hartz	Sawyer's Bar.	Sierra	A. M. Phalin	Port Wine.
Lake	Louis Wallace	Lakeport.	Siskiyou	Wm. Duenkel	Yreka.
Lassen	Z. N. Spalding	Susanville.	Solano	C. W. Childs	Suisun City.
Los Angeles ..	George H. Peck	El Monte.	Sonoma	A. C. McMeans ..	Santa Rosa.
Marin	Sam'l Saunders	San Rafael.	Stanislaus	James Burney ..	Modesto.
Mariposa	David Egenhoff	Mariposa.	Sutter	M. C. Clark	Yuba City.
Mendocino	J. H. Seavell	Ukiah City.	Tehama	C. D. Woodman ..	Tehama.
Merced	B. F. Fowler	Merced.	Trinity	H. H. Bragdon ..	Weaverville.
Modoc	H. G. Hill	Dorrisville.	Tulare	R. P. Merrill	Porterville.
Mono	E. R. Miner	Benton.	Tuolumne	John Murnan	Sonora.
Monterey	R. C. McCroskey ..	Salinas City.	Ventura	F. S. S. Buckhan ..	San Buenaven-
Napa	G. W. Ford	Napa.			tura.
Nevada	Frank Power	Nevada City.	Yolo	G. N. Freman	Woodland.
Placer	Jno. T. Kinkade ..	Auburn.	Yuba	Th. H. Steel	Marysville.

CONNECTICUT.

STATISTICAL SUMMARY.

The following statistics are from the report of Hon. B. G. Northrop, secretary of the State board of education, (pp. 22-16:)

SCHOOL FUND.

Capital of school fund.....	\$2,044,190 81
Income of school fund, distributed February 28, 1873.....	132,848 00
Dividend, per child, from school fund.....	1 00

FINANCIAL STATEMENT.

Receipts.

Received from school fund.....	\$132,848 00
Received from State school tax.....	199,272 00
Received from town deposit fund.....	45,452 58
Received from local funds.....	12,196 45
Received from town tax.....	598,873 44
Received from district tax.....	499,555 19
Received from voluntary contributions.....	7,172 42
Received from other sources.....	47,119 12
Total receipts for public schools.....	1,542,459 20
Increase for the year.....	99,820 19
Amount for each child enumerated.....	11 60
Increase for the year.....	65

Expenditures.

Amount expended for teachers' wages.....	\$959,229 40
Increase for the year.....	70,357 51
Amount expended for fuel and incidentals.....	128,588 05
Amount expended for new school-houses.....	226,705 78
Decrease for the year.....	92,319 77
Amount expended for repairs of school-buildings.....	53,960 87
Amount expended for libraries and apparatus.....	8,095 73
Amount expended for other school purposes.....	100,862 89
Total amount expended for public schools.....	1,477,442 72
Decrease for the year.....	*50,997 35

ATTENDANCE.

Number of children between 4 and 16 years of age, January, 1873.....	132,908
Number of pupils registered in winter schools.....	95,199
Increase for the year.....	412
Number of pupils registered in summer schools.....	86,987
Increase for the year.....	3,113
Number registered who were over 16 years of age.....	3,651
Whole number of different pupils registered in public schools.....	114,757
Number in other than public schools.....	8,529
Number of pupils in schools of all kinds.....	123,286
Decrease for the year.....	448
Average attendance at winter schools.....	67,172
Decrease for the year.....	427
Average attendance at summer schools.....	60,905
Increase for the year.....	2,792
Percentage of registration during the year on enumeration of January, 1873.....	86.41
Decrease for the year.....	.73
Percentage of children in schools of all kinds.....	92.83
Decrease for the year.....	1.16
Percentage of winter registration on enumeration.....	71.62
Percentage of summer registration on enumeration.....	65.44
Percentage of average attendance in winter on registration.....	70.56
Percentage of average attendance in winter on enumeration.....	50.53
Percentage of average attendance in summer on registration.....	70.02
Percentage of average attendance in summer on enumeration.....	45.82

*The total of expenses has been largely (*i. e., apparently*) reduced by excluding all moneys expended for the payment of loans. Had such moneys been included, this total would show a very decided increase.

TEACHERS' AND TEACHERS' PAY.

Number of teachers in winter: males, 711; females, 1,810.....	2,521
Decrease of males for the year, 4; increase of females for the year, 48—total increase of teachers.....	44
Number of teachers in summer: males, 246; females, 2,246.....	2,492
Increase for the year: males, 48; females, 6.....	54
Number of teachers continued in the same school.....	1,574
Increase for the year.....	66
Number of teachers who never taught before.....	618
Average wages per month of male teachers.....	\$69 03
Increase for the year.....	2 02
Average wages per month of female teachers.....	36 05
Increase for the year.....	1 96

SCHOOL-DISTRICTS AND SCHOOLS.

Number of towns in the State.....	166
Number of school-districts in the State.....	1,502
Decrease for the year.....	19
Number of public schools.....	1,643
Increase for the year.....	10
Number of departments in public schools.....	2,405
Number of schools of two departments.....	100
Number of schools of more than two departments.....	136
Whole number of graded schools.....	236
Increase for the year.....	4
Average length of public schools.....	174.18 days.

SCHOOL-HOUSES.

Number of new school-houses erected in the year.....	34
Number of school-houses reported in "good" condition.....	920
Increase for the year.....	47
Number of school-houses reported in "fair" condition.....	499
Decrease for the year.....	21
Number of school-houses reported in "poor" condition.....	240
Decrease for the year.....	14

Progress during the last six years.

Report of the year—	Average length of schools—days.	Enumerated.	Registered.		Average attendance.		Per cent. registered.	Number in both public and private schools.	Number of teachers continuously employed.	Teachers' wages per month.	
			Winter.	Summer.	Winter.	Summer.				Male.	Female.
1869.....	163.05	123,650	82,140	75,177	59,489	53,645	80.33	.....	1,453	\$56 64	\$26 93
1870.....	161.75	124,082	88,348	78,865	64,707	56,309	84.87	114,896	1,568	53 74	29 16
1871.....	168.51	125,409	94,092	83,192	66,902	58,343	88.19	119,944	1,407	63 10	31 29
1872.....	172.41	128,468	94,408	83,095	67,018	58,349	88.50	122,342	1,434	66 56	32 69
1873.....	173.34	131,748	94,787	83,874	67,599	58,113	87.14	123,834	1,508	67 01	34 09
1874.....	174.13	132,908	95,199	86,987	67,172	60,905	86.41	123,336	1,574	69 03	36 05
Increase.	11.13	9,258	13,059	11,810	7,683	7,260	6.03	8,490	121	12 39	9 12

The fact that the people have voluntarily taxed themselves to the increased extent here shown, for the purpose of lengthening school terms and procuring more apparatus, with better teachers and school-houses, is, as the superintendent says, evincive of a great advance of popular interest in education. The only point of diminution is in the number attending private schools, which has become 1,054 less in these six years. But this is obviously due to the increased advantages and higher character of public schools.

ELEMENTARY INSTRUCTION.

SCHOOL FUND.

The board of education in their report (pp. 6-8) call the attention of the legislature to the importance of keeping up the dividends of the school fund. The income of this fund has hitherto remained nearly stationary, and, as the number of children of legal school age is steadily increasing, the amount distributed to each child has from time to time

been necessarily diminished. Thus, the income of the fund reported in 1864 was \$132,589.20 and the income reported this year is \$132,848. During the same period the number of children in the State has increased more than 22,000 and the amount distributed to each child of school age has been reduced from \$1.20 to \$1. It is considered important that the principal of the fund should be increased, and an opportunity for accomplishing, in part at least, the object proposed seems to be presented by the recent change in the law, fixing the rate of interest at which money may be loaned in Connecticut. If, in consequence of this change, there can be gained 1 per cent. on the principal of the fund annually, this gain will amount to upwards of \$20,000. It is proposed that this sum, which is the excess of income above the old rate of 6 per cent., be added every year to the principal of the fund, and that the same direction be given to all distributions of income from the fund which shall, for any cause, be forfeited in any of the towns or districts. If these suggestions should be thought to conflict with the constitution of the State, which forever appropriates the income of the school fund to the support of common schools, the legislature can pass such laws as may seem best respecting the town deposit fund, and can so employ that fund as to secure that increase of the school fund which seems especially desirable. With reference to the law authorizing the distribution from the State treasury of \$1.50 to each child of school age in the State, the board suggest, in the first place, that the distribution is too large, and, in the second place, that it be proportioned to the actual attendance of children at school, and not to the number of children between 4 and 16 years of age in the several towns.

ATTENDANCE. *

The remarkable increase in attendance during the last six years is the more striking, in the face of the very large immigration from Canada to the manufacturing villages, especially in the eastern part of the State. These people, unschooled at home, feel little interest in the schools, and, unless the law interfered, would keep their children constantly in the mills. The increase in average attendance cannot be expected to keep pace with the increase in the number registered. The more strictly the law is enforced prohibiting the employment of children who have not attended school three months in the year, the greater will be the number who attend only three months, and who, leaving school as soon as they can be legally employed again, will reduce the average attendance. Accordingly, with an increase of 412 in the number registered in winter, there was a decrease of 427 in the average attendance. In the summer, after the special efforts of the board of education began to be felt in this direction, there was the remarkable increase of 3,113 in the number registered, but, as was to be expected, not a proportional increase in the average attendance, that being 2,792.

NEGLECTED CHILDREN. †

Notwithstanding all the efforts made in behalf of neglected children and the encouraging increase in attendance already secured, much remains to be done. Statistics, collected on a new plan and with unusual carefulness, show that there are still over three thousand children in Connecticut illegally detained from school. The blanks prepared for ascertaining the number of non-attendants provided also for a classification of them. The number of children between 4 and 16 years of age reported as not attending any school is 25,485. Of these, 14,563 are children from 4 to 6 years of age, considered by their parents too young to attend school. Of the remaining 10,922 non-attendants, 1,830 are reported as instructed at home, 1,062 are by their physical or mental condition incapacitated for attending school, 6,619 are reported at work, and 1,411 are suffering through orphanage or the neglect of parents. A carefully-prepared statement as to the age of the children belonging to the two last-mentioned classes shows that a little more than one-third of those reported at work and one-half of those neglected were between 8 and 14 years of age.

LEGAL PREVENTION OF ILLITERACY. ‡

Special efforts were commenced last August to increase the attendance and enforce the laws for the schooling of children employed in factories and at other service. The law makes it the duty of school visitors to examine into the situation of children employed in manufacturing establishments and to report violations of the law to the grand jurors of the town. In the manufacturing towns the boards of school visitors appointed one of their number for this duty. The subject would receive more attention in some towns if provision were made in the law for the payment of those who undertake this service.

A circular, signed by the governor, lieutenant-governor, and all the other members of the board of education, was sent to the manufacturers, with a view of securing their co-operation, and an agent of the board visited employers and arranged with them to

* Report of secretary, pp. 23, 29.

† Report of secretary, p. 45.

‡ Report of truant-agent, pp. 9-21 of State report.

report to the school visitors the names of all children who might leave their service for the purpose of attending school. Blanks were furnished for this purpose, but this arrangement was not effected in time for the fall term of the schools, and the panic and stopping of manufactories about the time the winter terms commenced prevented in most cases a full and systematic conformity to it. In some towns, where the mills were not stopped, this plan was carried out with very satisfactory results; lists of names were reported and the children attended school, most of them without attention from the school visitors.

Though no penalties have yet been inflicted, the law has been powerful and beneficial in its influence. Individual instances of neglect and evasion on the part of parents and employers are too frequent; but no one has opposed the law. Its justice and necessity are admitted. The statistics of the school year ended with August last of course do not show the results of the subsequent efforts in increasing the attendance, but the school visitors in manufacturing towns declare that truancy has been less frequent and the number of children who have attended no school has materially diminished. In many of the factory villages, during the fall term of 1873, there was a large increase in attendance over the corresponding term of 1872. In one of the largest villages the increase was 67 per cent. The law is regarded by most employers as a just expression of the popular will, an expression with which they are generally trying to comply. In some cases, where there was not room for the factory children in the school-houses, the manufacturers have furnished school-rooms in their own buildings and sometimes teachers at their own expense. The laboring classes—natives and foreigners—are almost universally in favor of the compulsory law.

UNIFORMITY OF TEXT-BOOKS. *

The great evils of diversity or frequent changes in text-books are admitted and deplored, but coercion in the matter of uniformity is not considered desirable. The joint standing committee on education, having been instructed, in 1871, to inquire into the expediency of establishing a uniform set of school-books for the use of common schools, gave as their opinion, after long consideration, that while on many accounts uniformity of text-books is exceedingly desirable, its enforcement would, for various reasons, be neither wise nor expedient. The experience of those States that have tried the experiment of enforced uniformity does not encourage others to attempt it.

DISTRICT LIBRARIES. †

The amount drawn from the treasury for district libraries has steadily increased during the last eight years, while the amount raised by districts has far exceeded that paid by the State. During this period the number of districts drawing upon the treasury for this purpose has increased from 86 to 183, the amount drawn from \$560 to \$3,105, the amount of multiple appropriations from \$405 to \$2,355, and the whole amount expended for libraries and apparatus from \$1,580.71 to \$8,095.73. During the past year 41 districts drew from the treasury for this purpose for the first time, 63 districts drew multiple appropriations, and 12 towns drew the full amount to which they were entitled.

EDUCATION AND INVENTION. ‡

The statistics of the Patent-Office show the connection between education and invention. In the proportion of patents issued to the number of inhabitants, Connecticut is still far in advance of any other State. During the past year the number of patents granted to citizens of Connecticut was one to every 864. The nearest approach to this was in Massachusetts, where there was one to each 1,057. The pre-eminence of Connecticut in this respect is undoubtedly due to the excellence of the schools and the universality of education.

CITY SCHOOL SYSTEMS.

HARTFORD, 1874. §

General statistics.—Population, 48,161; children of school age, 9,620; enrolled in public schools, 6,800; ‖ in parochial or private, 1,812; weeks in scholastic year, 40. Superintendence, a board of school-visitors of 9 members, with acting visitor.

Schools and school-attendance.—Whole number of schools, 22, (with 4 branches,) of which 10 are given as graded elementary or grammar schools, 1 high school, 2 evening schools, and 9 private or parochial. Average attendance on the public, including the high school, 5,224; that on the evening and private schools not given. All the school-buildings in good repair and 4 new ones erected.

* Report of secretary, pp. 66-70.

† Report of secretary, pp. 76-78.

‡ Report of secretary, pp. 74, 75.

§ Report of E. K. Hunt, acting visitor.

‖ These figures are given as in the report, but subsequently 266 additional appear as enrolled in the high school and 585 as in evening schools, which, added to the 6,800, make 7,651.

Teachers and teachers' pay.—The teachers in all the public schools, including high and evening schools, have been 25 males and 106 females—in all, 131; in the private or parish schools, 13 males and 36 females, making 49—total of teachers, 180. Their salaries have ranged from \$450, for female teachers in elementary schools, to \$2,000 or \$3,000, for male principals in these, and \$3,500, for principal of high school.

Studies.—French, Latin, and Greek are taught in the high school; German in three of the city schools; drawing and vocal music in most of the schools. The last two appear to have especial attention given them, and with good effect.

The visitors note that ample provision has been made for the admission of abundant light into all the school-buildings, as well as the maintenance of thorough cleanliness. And it is to the praise of both the teachers and the pupils that "not a cut, scarcely a scratch, is anywhere visible, nor is the paint soiled, or any part defaced, except from the use incident to constant and necessary wear." The teachers are highly commended for their culture, fidelity, and aptness to teach, and the only complaint made is of too long lessons and too great tasking of the pupils, which it is proposed to remedy.

MERIDEN, 1874.*

General statistics.—Population, 12,000; children of school age, 2,925; enrolled in public schools, 1,925; days in which schools were taught, 200; estimated value of school property, \$145,000. Superintendence, a board of school visitors of 9 members, with two acting visitors.

Schools and school attendance.—The school-buildings of the town are 12; the division of schools in these, 9 primary, 13 grammar, and 6 high school rooms;† the sittings for study, 1,980; and the average attendance, 1,442.

Teachers and teachers' pay.—The teachers in the schools number 34, of whom 7 are males and 27 females. Their monthly wages average \$45 for principals in primary schools and \$125 for principals in grammar schools, while \$700 per year is paid the teacher of drawing.

Financial statement.—The receipts for the year were \$7,547.26 from State school fund and town deposit fund and \$85,899.77 from town tax—total receipts, \$93,447.03. The expenditures were: for teachers' salaries, \$22,699.88; for fuel, janitors, books, and incidentals, \$14,549.49—total, \$37,249.37.

Drawing has been taught during the year past with the aid of a special instructor, who has given a lesson every Friday afternoon to teachers, and during three days in the week has given instruction in the schools.

The visitors dwell at length on the importance of giving due attention to ventilation and proper temperature in the school-rooms and urge that every room be supplied with a thermometer, which should never be allowed to be lower than 60 nor higher than 75, 68 to 70 being the temperature desired. Teachers are required by rule to see that their rooms are properly and fully ventilated, especially at each recess; to govern by kindness and appeals to the better nature, rather than by corporal punishment; and never, in any case, to inflict blows upon the head.

MIDDLETOWN, 1874.‡

Statistics.—Population of city, 7,000; number of school age, (4-16,) 1,466; whole number enrolled in schools, 1,058; average daily attendance in city schools, 601; number of school-houses, 3; number of school-rooms, 22; number of teachers, including teachers of music and drawing, 25.

Review.—The School Visitor says: "The general management has been improved by giving to the superintendent (H. E. Sawyer) the time needed for thorough oversight of the work, securing prompt and efficient administration in every department. The year's gain in writing is marked. Book-keeping has proved an interesting branch to most of those engaged in it. Music continues to be a pleasant relief and a valuable accomplishment, an auxiliary source of order and discipline. A steady advance in drawing commends this branch on its own merits, no less than for its valuable aid in cultivating the faculty of careful observation and training the hand to skillful delineation in draughting and in penmanship. Some achievements even in the primary classes are remarkable." A special teacher of drawing has been engaged during the year, giving one lesson a week to the teachers and two days in each week to the schools. In January and in June exhibitions of the work done in drawing, writing, and book-keeping were held in the central school, the walls in the various rooms of which were covered with chalk, slate, and paper drawings by the pupils of the schools. Sufficient advance was shown in the second exhibition to encourage hope of excellent results from continued attention to the subject.

* Report of Dr. H. S. Davis and Rev. Abraham Norwood, acting visitors.

† There is room for doubt as to the correctness of this return, as the printed report speaks of the want of a high school.

‡ Report of board of education.

NEW HAVEN, 1874.*

General statistics.—Population, 57,632; number of school-age, (4-16), 12,724; number enrolled in public schools, 10,089; in private schools, about 800; number of days that schools were taught, 199.

Schools and school attendance.—The number of school-rooms used for primary classes is 121; for grammar grades, 31; for high-school classes, 7; for evening schools, 3—making 162 in all, the different buildings being 23 and the number of sittings 8,339. School property valued at \$502,000. Out of an enrollment of 9,835 in the regular schools, there has been an average attendance of 7,136, a slight decrease on the preceding year.

Teachers and teachers' pay.—The number of teachers, including those for night schools, has been 205, of whom 19 were males and 186 females. A great inequality in pay appears, from a minimum of \$350 per annum for assistants in grammar and high schools, to a maximum of \$2,500 and \$3,000 for principals of such schools. This is probably due to the fact that pupils from the training-school are largely employed as assistants, performing only light duties and preparing gradually for both fuller work and larger pay. Two special teachers of music and drawing, employed for all the schools, receive \$2,500 each.

Financial statement.—The receipts for the year, including a balance of \$1,407.19 from the year preceding, were \$223,164.97; the expenditures, \$162,830.07; the average expenses of supervision and instruction *per capita* of daily attendance, \$18.09.

Review.—A school for colored children, which had, in 1866, an enrollment of 202, has, since the passage of the law admitting such children to any school for which they were prepared, been reduced to 40 pupils. Truancy, in spite of earnest efforts to enforce the law against it, appears to be on the increase. The release of principals from confinement to class instruction, allowing them to exercise a general supervision, is found to be of increasing advantage both to discipline and progress in study. Vocal music has received thorough treatment, with improved blackboard exercises by the teachers, with obvious advance. Drawing, too, has received a new impulse, with very gratifying results, from the teacher now giving his whole time to the schools and from the requirement of original specimens from the pupils once in each month. In a German-English school, instruction is given in one language in the morning and in another in the afternoon. The evening schools have shown a better average attendance than in any previous winter.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL. †

The one State normal school at New Britain proves scarcely sufficient for the full accommodation of the candidates for teachership who flock to it. Additional seats and desks have had to be secured. The result has been some overcrowding, which will probably call for an additional school or enlarged buildings before long.

The design of the school is strictly professional, *i. e.*, to prepare pupils in the best manner for the work of organizing, governing, and instructing the schools of the State. Instruction is given to pupils (1) in the branches of study required in the public schools; (2) in the best method of teaching those branches.

Candidates for admission must be at least 16 years of age; must declare their full intention to teach in the public schools of Connecticut, and must pass a satisfactory examination in reading, writing, arithmetic, geography, English grammar, and the history of the United States. Each is expected also to present a certificate of good character and mental capacity, signed by the acting school visitor of the town in which he has been living.

The course of study, besides embracing all the branches usually taught in schools, includes school laws, theory and art of teaching, English literature, vocal music, and drawing. Constant attention is given to delineations on the blackboard, gymnastics, composition, and object-lessons. Latin and French may be taken as optional studies, but not to the detriment of the English course. Lectures on the studies pursued and on collateral topics are given from time to time at the discretion of the board. The full course requires two years. Board, including fuel, lights, and washing, \$5 to \$6 per week.

The school possesses a library of about five hundred volumes; a collection of models, casts, and apparatus for free-hand drawing; a chemical laboratory, and a philosophical cabinet and apparatus.

The instructors are 7. The number of students for the session of 1873-'74 was 180. The graduates at the close of the semi-annual terms in January and June, 1874, were 16 and 27; in all, 43 for that school year. Of these, 40 are reported to have engaged in teaching.

* Annual report of superintendent Ariel Parish and special return.

† Report of secretary, pp. 29-33, and special returns to Bureau of Education.

EDUCATIONAL JOURNALS.

The Connecticut School Journal, published at New Haven, formed during most of 1874, as previously, a useful aid in preparing teachers for their work by its papers on school methods and school discipline. But in the autumn it was, with other State journals, merged in the New England School Journal, published at Boston.

The College Courant, also published at New Haven, gave kindred aid in a still higher training, but, like the other paper, was absorbed in the New England Journal in the fall.

TEACHERS' INSTITUTES.*

The attendance at the institutes has been large and the interest manifested by teachers and the community most gratifying. The teachers have been gratuitously entertained, and the fact that they have been repeatedly welcomed to the same towns shows the public appreciation of these meetings where they are best known. The chief aim in the institutes has been to present the most approved methods of instruction and school management. To secure the best results, the superintendent is of the opinion that the work of an institute should not be done by its members; they come as learners, and the institute should bring to them the "ripest experience, the best methods, and the soundest views of the profession." "The time of one or two hundred teachers is too precious to give to the untried hobbies of enthusiasts or the theories of novices." No portion of a session is lost in "organization" and "election of committees," or occupied by the teachers with "essays" and "entertainments." "In Connecticut, precisely at the appointed hour, we begin our regular exercises, and fill up eight hours each day with hard work."

In addition to the county institutes, local institutes have been held in thirty towns. The whole number of teachers and school-officers attending the institutes was 1,391; the amount expended for institutes, \$3,416.27. The secretary has been assisted in them by several eminent educators.

SECONDARY INSTRUCTION.†

CITY HIGH SCHOOLS, 1874.

In the high school of New Haven important additions have been made to the philosophical and chemical apparatus. The aim has been to begin with a moderate expenditure for articles of superior quality, so that, with small annual purchases, a valuable permanent collection may be made. Among other additions is a reference library for the use of pupils in connection with their daily studies. The schedule of examination-questions in this school shows thorough work, that would do credit to any kindred institution in the country. The required studies in it are book-keeping, English language and literature, algebra, geometry, natural philosophy, botany, chemistry, astronomy, and geology. The French, German, and Latin languages, with general history, physical geography, physiology, trigonometry, and Constitution of the United States, are optional. There were 12 teachers in the school and 388 registered pupils for 1874. The regular course is four years. The graduates in June were 23 in number.

In the Hartford high school the total enrollment had been 412 for the year, the teachers in continuous employment numbering 11. The graduates from the classical department in 1874 were 33; in the English, 11. The course is a four years' one in each of these departments, and appears to be full and good—including, in the classical, Greek as well as Latin, reaching into Homer in the former and into Virgil in the latter. This school suffered a serious loss in the death of its highly-esteemed principal, Mr. Samuel M. Capron, January 4, 1874. The former vice-principal, Mr. Joseph Hall, succeeds him.

The senior department of the Central School, Middletown, and the high schools of Mystic Bridge, New Britain, Plymouth, Rockville, Seymour, Stamford, and Thomaston, present together an aggregate of 807 pupils, of whom 420 are in English studies only, 174 in classical, 70 in modern languages, the remainder unclassified. All have libraries except the one at Seymour. In the first five, drawing is taught; in the first three and fifth, vocal music, with instrumental in that at Mystic Bridge; laboratory and apparatus at Mystic Bridge, New Britain, and Rockville, and apparatus only at Middletown.

OTHER SECONDARY SCHOOLS.

The Hopkins Grammar School, New Haven, has for its chief design the preparation of boys and young men for the classical and scientific departments of Yale College. The number of teachers is 8 and of pupils preparing for classical course in college, 167; preparing for scientific course, 30. Forty-seven entered the college or scientific school in 1874. The school was 214 years old on September 10 of that year.

* Report of secretary, pp. 36-41.

† Mainly from returns made directly to the Bureau of Education.

The Collegiate Institute, New Haven, began its forty-first year at the same time. The regular course in this school, preparatory to Yale, occupies three years. There are special courses for those who wish to enter the scientific, naval, and military schools, as well as for those who mean to devote themselves to business pursuits. Military drill, gymnastics, and ample play-grounds afford advantages for physical training in connection with the intellectual.

The Norwich Free Academy reports 5 instructors, 20 students preparing for classical course in college and 3 for the scientific course, besides 107 other pupils; has a laboratory and philosophical apparatus and a library of 3,000 volumes.

The Connecticut Literary Institution, Suffield, with 7 teachers, has 32 preparing for classical and 18 for scientific course in college, with 115 other students. Library of 600 volumes, laboratory, cabinet of natural history, and apparatus.

The Woodstock Academy gives, as its report, 5 instructors, 6 to 12 pupils preparing for classical and 3 to 5 for scientific course in college, with "about 75 other pupils;" a laboratory, apparatus, and library of 1,000 volumes.

These all are ranked as preparatory schools, devoted especially, though not exclusively, to the preparing of youths for college.

Besides these, 36 others, to be found in the tables at the close of this Report, present themselves as more or less engaged in the work of secondary training. These give a total of 146 teachers, with 1,791 pupils, 376 of whom are engaged in study of the classical and 225 in that of modern languages. Out of the whole number, 102 look forward to a classical collegiate and 31 to a scientific collegiate course. In 23 of these schools drawing is taught; in the same number, vocal music; in 30, instrumental music; 12 have laboratories, 14 philosophical apparatus, and 18 libraries of from 55 to 2,000 volumes, the largest number of books belonging generally to the schools for boys and girls, the next largest to those for girls alone, and the smallest to those for boys only.

SUPERIOR INSTRUCTION.

YALE COLLEGE, NEW HAVEN.

The departments of instruction here are comprehended under four divisions, viz: the faculty of theology, that of law, that of medicine, and that of philosophy and the arts. Under the last-named faculty are included the courses for graduate instruction, the undergraduate academical department, the undergraduate section of the Sheffield Scientific School, and the school of the fine arts, each having a distinct organization. The legal designation of the corporation is The President and Fellows of Yale College, in New Haven.

The college catalogue for 1874-75 gives the number of undergraduates in the academical department as 537; adding the number in the scientific and professional schools and in post-graduate studies gives a total attendance of 1,031, or a gain of 76 over that of the previous year.

According to the statement of President Porter, before the annual reunion of Yale men at Cincinnati, (College Courant, April 18, 1874, p. 189,) there were in 1874 some 50 or 60 men engaged in the various departments of the post-graduate course, most of them in science, but some in history, political science, philosophy, and literature.

The college reports its total expenses for the year as reaching the sum of \$253,760.46. Of this, real-estate purchases absorbed \$17,142.65 and repairs \$17,463.01. The receipts for the year amounted to \$259,889.67, of which \$67,273.20 was from term-bills.—(Report to Connecticut legislature, 1874.)

Work on the new chapel, which is to stand at the corner of College and Elm streets and to nearly fill the space between Farnam and Durfee halls, was begun in June, 1874, and the corner-stone laid on commencement-day. The building will be cruciform; the nave, which rounds out into an apse at the east, extending 125 feet on Elm street and the transept about 80 feet on College street. Around the apse and along the nave will be an arcade, with its pillars about six inches from the main wall, built chiefly of Ohio sandstone, which will also be freely used in window-jambs and porches. The interior is to be finished in oak, pine, and walnut, with a small gallery at each end of the transept and a larger one at the west end of the nave, but no side-galleries. These galleries are designed for professors' families and graduate students, while undergraduates will occupy the floor. The building is to seat 1,150 persons, to be heated by steam, lighted at night from the ceiling, and thoroughly ventilated. The estimated cost is \$115,000, of which sum Mr. Joseph Battell has contributed \$35,000, Mr. William E. Dodge \$10,000, and other friends different amounts, bringing up the whole sum to \$85,000, and leaving \$30,000 to be raised for full completion of the work.—(College statement, June, 1874.)

Growth of the college, (New York Evening Post of Nov. 12, 1874.)—Within the past decade, or perhaps a somewhat shorter period, the growth of the college has called for an expenditure in buildings and other improvements of about \$900,000, nearly the whole of which sum has been contributed by friends of the institution for specified purposes. Thus, the only additions made to the old historical college, or college proper, during six years past, are the new dormitories, Durfee College and Farnam College, provided chiefly by the generosity of the late Mr. B. M. C. Durfee, of Fall River, Mass.,

and Mr. Henry Farnam, of New Haven, Conn., neither of whom was a graduate of the college. These two dormitories were built to replace two which were taken down, and three others require the same kindly office. The foundation of the oldest of these (South Middle) was laid in 1750, and 50 years ago it had become scarcely fit for comfortable occupation. It was the successor of the first college house, a wooden structure, built in 1716-'18, which received the name of Yale College, in honor of Gov. Elihu Yale, a great benefactor of the college.

In the scientific department, during the same period, North Sheffield Hall has been erected, through the generosity of Mr. Joseph Sheffield, of New Haven, (also not a graduate of the college,) at an expense of \$100,000. He gave both the land and the building, as he had previously given the site and the building of Sheffield Hall.

The handsome building of the school of fine arts, also on the college grounds, was erected by Mr. Augustus Street, of New Haven, (a graduate of the college of the class of 1812,) at a cost of about \$180,000, and to this his widow, after his death, desiring some further expenditures, added about \$13,000.

The new chapel now in process of construction, and which is expected to cost, including the organ, from \$115,000 to about \$125,000, will be wholly the result of the liberality of private givers for that specific end, the late Mr. Joseph Battell, of Brooklyn, (not a graduate of Yale,) having contributed the largest amount.

Mr. George Peabody placed \$100,000 in the hands of trustees for the purpose of erecting a museum of natural history connected with the college. One building of this is progressing rapidly towards completion. Only one wing is at present to be erected, costing \$160,000. This will have a frontage of 115 feet on High street and 100 on Elm. The material is brick, with cut-stone trimmings, and strictly fire-proof. It will have three stories with high basement, making virtually four stories. The entire building, when completed, will be 350 feet in length, and it is expected that the entire sum contributed by Mr. Peabody, with its accumulations of interest, now amounting to \$150,000, will be absorbed.

The theological college buildings, costing about \$177,000, including the Marquand Chapel, are also from gifts of generous friends; \$107,000 of it is from Mr. Frederick Marquand, of Southport, (not a graduate of the college,) the remainder being donated by various persons for these specific objects.

Other improvements, (college statement for 1874).—The old chemical laboratory has been repaired during the year 1873-'74, the old lecture-room fitted with new seats, a new apparatus-room, and two small working-rooms for advanced students set off within the old walls, new apparatus procured, and the old put in good order, and the whole building furnished with means of heating and ventilation.

The college received in 1874 the first ornament to its grounds in the statue of Abraham Pierson, its first rector, presented by Mr. Charles Morgan, of New York. The figure is the work of Launt Thompson, of New York, and it is to be hoped may be followed by others representative of all the presidents.

A legacy of \$25,000 for graduate fellowships in the academic department was left to the corporation in 1873 by H. W. Foote, a graduate of 1866, which will, when paid, much increase the means for graduate residence and instruction. This department shows nearly as good a record for 1874 as for the preceding year. There have been 21 students of the college pursuing studies not leading directly into any of the recognized professions, besides 4 who were not candidates for a degree. Their studies have been Sanskrit, Anglo-Saxon, Gothic, Greek and Latin languages, history, political economy, general philosophy, physics, metaphysics, mathematics, and English literature. Mr. J. Hammond Trumbull, of Hartford, has been engaged to give instruction also to this class of students in the languages of the American Indians.

TRINITY COLLEGE, HARTFORD.*

In April of the session of 1873-'74, this college suffered a serious loss in the decease of its courteous and popular president, Dr. Abner Jackson, whose connection with it had been almost life-long. The vacant presidential chair was filled by Prof. Brocklesby till November 7, when Rev. Thomas R. Pynchon, D. D., Scovill professor of chemistry and natural science, was elected president by the trustees. President Pynchon graduated at Trinity in 1841, from 1845 to 1847 was tutor in the classics, and has been Scovill professor since 1854. He is the author of an Introduction to Chemical Physics, which has gained him high reputation.

The catalogue of the college for 1874-'75 shows a total of 13 professors and other instructors, and of 80 students, of whom 10 are in special courses. Standard of admission to the freshman class: in Greek, the Anabasis, or its equivalent, 3 books of the Iliad, Hadley's or Goodwin's Grammar, ability to write Greek with the accents, and acquaintance with the outlines of Greek history; in Latin, 6 books of Cæsar, 7 of Virgil, with the Eclogues, 60 rations of Cicero, Allen's Grammar, 12 chapters of Latin prose composition, Roman history and geography; in mathematics, arithmetic, algebra through quadratic equations, and 4 books of geometry; in English, grammar and modern geography. The examinations are mainly in writing.

* College Courant, 1874, annual catalogue for 1874-'75, and School Churchman.

The foundations of the new and elegant building designed for future college use are laid on the new site overlooking Hartford from the south. The plan is a quadrangle, 1,050 feet long by 376 feet wide, embracing four court-yards of nearly an acre each. The designer is Mr. W. Burges, of London, England. The style of architecture is early English Gothic, and the central tower, 240 feet in height, will closely resemble the Victoria tower of the new houses of Parliament in Westminster. This vast pile of buildings is to contain dormitories for 300 students, dwellings for the professors and other instructors, a chapel, library, lecture and recitation rooms, museum, dining-hall, theater, and astronomical observatory. The main part, comprising the dwellings of professors, dormitories for students, chapel, library, and recitation-room, is to be completed in season for the session of 1877-'78. Meanwhile the old buildings in the city, with their adjacent grounds, are to remain in use, except Brownell Hall, which has been dismantled to make way for the new State-house. About 40 acres of the 78 included in the new site will be reserved for sale, and from the attractiveness of the location, which is within the city limits, and will be adjacent to perhaps the finest college grounds in all America, the sales must add much to the college means.

THE WESLEYAN UNIVERSITY, MIDDLETOWN.*

The catalogue of the Wesleyan presents, in its list of the faculty, 9 professors and 7 other instructors and officers, making 16 in all. The number of students in the college-classes, 180, is supplemented by 1 resident graduate and 2 in special courses, not candidates for degrees, making 183 in all.

† Under-graduates have the choice between three regular courses of study, each extending through four years, and named, respectively, the classical course, the Latin-scientific, and the scientific. In each of these all studies of the freshman year are required. In the scientific, all those of the sophomore year are also required, but in the last two years of this course, and in the last three of the classical and Latin-scientific, only a part of the studies are required, the student being allowed to make up his quota of work from a wide range of elective studies.

‡ Students who do not desire to pursue either of these courses may receive instruction in such studies as they may select, provided they prove themselves, on examination, prepared to prosecute them with advantage.

§ The standard of admission to the freshman class reaches, in Latin, to 8 books of the Æneid and 8 orations of Cicero, with correspondent composition and grammar; in Greek, to 4 books of the Anabasis and 3 of the Iliad, with grammar to match; in mathematics, besides arithmetic, to quadratic equations in algebra, and 4 books of geometry; and in English, includes grammar, geography, and history of the United States.

Extensive apparatus and a valuable museum are among the aids to study.

COLLEGES FOR WOMEN.

Three institutions claiming to be for the superior education of young women present a total of 9 instructors and 142 unclassified students. Only two of these have libraries, one of 30 and the other of 80 volumes. In one, vocal music is taught, and in one, French. No one of the three reports the possession of laboratory, apparatus, or gymnasium, or claims the power to confer degrees.

Statistics of a university and colleges, 1874.

Names of university and colleges.	Corps of instruction.		Endowed professorships.	Number of students.		Property, income, &c.							Number of volumes in library.
				Preparatory.	Collegiate.	Value of grounds, build- ings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship-funds.		
Trinity College.....	14	3	0	80	\$700,000	\$300,000	\$16,000	.....	.....	\$50,000	15,000
Wesleyan University..	15	a7	0	183	533,700	367,756	31,293	80	\$0	.....	24,763	
Yale College	24	7	0	592	.....	6528,612	37,066	61,727	.....	106,217	688,000

a Partially endowed.

b This relates to the academical department only, and is made up of the endowed professorship funds, prize and scholarship-funds, fellowship-funds, fund for increase of the library, miscellaneous funds, and productive portion of the general fund up to June 1, 1874.

c Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.*

AGRICULTURAL AND SCIENTIFIC.

The Sheffield Scientific School has prospered during 1873 and 1874 more than in any previous period of its history, and for the session of 1874-'75 there were enrolled 248 students. For the former year the new building was taken possession of, and the instruction in drawing, dynamic engineering, and natural history transferred to it, while the old Sheffield Hall, refitted in part, had the accommodations for its chemical department and analytical laboratory greatly improved. A special laboratory for students of physiological chemistry was fitted up, and another also for determinative mineralogy and blow-pipe analysis, in which instruction was given to 54 students.

The course in drawing was also reorganized, and made for one year compulsory on all students; while, for those in civil engineering, dynamic engineering, or architecture it was made to extend through three years.

The graduate section of the school reached 40 members during the year 1873-'74, and a course of popular Sunday evening lectures on scientific topics, in their bearing on religious questions, was provided for the winter of 1874-'75.

THEOLOGICAL.

The Yale Theological Seminary (Congregational) had 104 students for the session of 1873-'74, of whom 3 were resident graduates. It has risen to this large number within a few years, mainly, perhaps, from its wise arrangements for attractive lecture-systems, those of Mr. Henry Ward Beecher and Dr. John Hall having been especially interesting. At the commencement in 1874 there were 22 graduates.

The new building, a fine structure erected in 1873-'74, corresponds in form and architecture to the divinity hall built in 1870 and occupies the opposite side of what will eventually be a quadrangle. It affords accommodations for 90 students and is, like Marquand Chapel, with which it is to be connected by a corridor, the fruit of a generous liberality on the part of Mr. Frederick Marquand, of Southport, Conn., who gave \$50,000 towards the purchase of the site and the erection of the building, eliciting thus other gifts to the same amount. Very valuable additions to the library are reported.

The Theological Institute, Hartford, (Congregational,) reports 4 professors, 19 students, and 5 graduates, for 1874, with a course of 3 years and a library of about 7,000 volumes.

The Berkeley Divinity School, Middletown, (Protestant Episcopal,) reports 5 resident professors and 1 non-resident, with 36 students, 29 of whom have received degrees in letters or science, and a three years' course.

LEGAL.

The law school of Yale numbered 56 students in the year 1873-'74, with a graduating class of 24, of whom 20 received a degree. Its corps of instructors has been increased, important additions made to its library, and excellent new quarters secured in the upper rooms of the court-house at New Haven.

The school celebrated its fiftieth anniversary on the 24th of June, 1874, Chief Justice Waite, an alumnus of the school, presiding, Hon. Edwards Pierrepont acting as orator and ex-President Woolsey as historian. The last showed that the law school of the college grew out of one established in the beginning of the century by Mr. S. P. Staples, a graduate of Yale in 1797; that in 1826 the first regular professor was appointed, and that it was not till 1843 that the degree of L. B. began to be conferred on graduates, nor till 1846 that it was regularly constituted a department of the college.

MEDICAL.

The Medical Institution of Yale College, established in 1812, is, with the exception of the theological department, the oldest of the professional schools of Yale, as respects length of connection with the university. It numbered 50 students in the early part of the session of 1874-'75, under 9 professors and instructors. The ordinary course extends to two years, with two terms in each year; but provision is made for students attending a third year to review the studies of the entire course, with such collateral branches and additional studies as may be necessary or desirable.

* Yale statement for 1874 and special returns.

Statistics of schools for scientific and professional instruction.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	
SCHOOL OF SCIENCE.									
Sheffield Scientific School of Yale College..	31	....	243	3-6	.....	\$230, 225	.....	.....	.....
SCHOOLS OF THEOLOGY.									
Berkeley Divinity School.....	6	....	36	3	.....	.....	.....	.....	15, 000
Theological Institute of Connecticut	4	4	19	3	.....	.....	.....	.....	7, 000
Theological department of Yale College.....	8	....	103	3	.....	253, 642	.....	.....	2, 000
SCHOOL OF LAW.									
Law school of Yale College.....	11	....	57	2	.....	10, 060	\$700	.....	7, 500
SCHOOL OF MEDICINE.									
Medical Institution of Yale College.....	9	....	50	3	.....	.....	.....	.....	2, 500

SPECIAL INSTRUCTION.

INDUSTRIAL TRAINING.*

The superintendent speaks at length of the decline in population and prosperity of some of the old towns of Connecticut, and, as one means of checking this, suggests industrial training. To those who do not wish to engage in farm-work the country now affords no employment, and, with the growing tendency to disparage farm-life, the manufacturing towns have become centers of attraction. But there are small industries—various forms of handicraft—that can be carried on as successfully in the hill-towns of Connecticut as they are in the rougher and more inaccessible towns of Switzerland. If drawing were taught as generally here as it is there and our youths trained as designers and draughtsmen, their industrial skill would be greatly increased and new kinds of handicraft be multiplied. In Switzerland, the single item of wood-carving, carried on in secluded villages or by farmers in the winter season, has brought millions of francs to that ingenious people. Wood-carving, now becoming an important industry in America, is carried on almost entirely by imported artisans. Such workmen command high wages. American workmen are excluded from this branch of industry simply because they have not had the requisite training.

Industrial schools and technical education, so common in Europe, have not yet received due support in this country. The elements of drawing are now taught in a large number of the public schools of Connecticut, but more than this is needed. The demand for skilled industry is rapidly increasing. The schools should prepare to meet this demand.†

*Report of secretary, pp. 43, 57, 58.

† It seemed, as the year closed, that the means for meeting the want here indicated were likely to be soon provided as far as Hartford was concerned. On the 14th of December, 1874, the mayor transmitted to the city authorities of that place an offer from Hon. Timothy Alyn of \$100,000, to be expended in the establishment and supervision of an industrial school for the free instruction of both boys and girls, in the business avocations of life, agriculture, and the mechanic arts. Mr. Alyn supposed that the sum offered would be sufficient to purchase ground, erect the needful buildings, and supply the tools and apparatus required for carrying out the enterprise. He gave the following exposition of his views:

"The school should be a model, fashioned after our best ideal. It should possess ample grounds for an agricultural department, botanical gardens, and workshops where all the principal trades may be learned. Every boy, at the same time that he is acquiring a knowledge of the arts, sciences, and modern languages, should become a practical agriculturist and master of some useful trade. The girls should be instructed in all the practical duties of the household, understand and become familiar with the chemistry of the kitchen, and be made to master the art of making every article of a lady's wardrobe. They may also learn book-keeping, banking, telegraphy, photography, or any other occupation that is within the measure of their strength and adapted to their tastes. In this manner the education of the student would become a healthful exercise and a most fascinating amusement, instead of being (like the present system) destructive to vitality, exhausting the brain and converting the school-room into an unattractive place, little better than a prison.

"The annual expense incurred in running the institution, after deducting the amount it would be entitled to receive from the school fund, should cheerfully be borne by the city."

The committee of the city councils to whom the matter was referred, subsequently reported against the acceptance of the donation, on the ground that at least \$500,000 would be required to fairly establish such an institution, and that the city was not in a condition to endure the heavy tax that would be needed to raise so large a sum.

AMERICAN ASYLUM FOR THE EDUCATION OF THE DEAF AND DUMB, HARTFORD.*

The average attendance of pupils here for the year 1873-'74 was 227, against 230 during the previous year, a decrease attributed to a prevalence of scarlet-fever at the beginning of the school year. The number of new pupils admitted was 50; of former pupils re-admitted, 9; dismissed, 55; died, 5. Number present May 1, 1874, 225.

Except during a partial interruption from the sickness mentioned, the customary course of labor and study has been pursued as usual throughout the year under 13 school and 3 industrial instructors. Two of the teachers have devoted their whole time to the instruction of 46 pupils in Bell's method of visible speech, this number including 14 semi-mute and semi-deaf pupils, 14 (all but two) of last year's articulation class still in the school, and 18 new pupils. The experiment has been attended with considerable inconvenience and trouble from the necessity for the entirely separate instruction of small numbers at a time, but the improvement made has been decided. Pupils have conquered difficulties in pronunciation and in vocal sounds unconquerable by previous methods, so that some have learned to read intelligibly and others to speak more freely than ever before. The conclusion reached, however, is that the majority have not gained enough to compensate for the time and labor bestowed on them, and that the expectation of giving speech to deaf-mutes as a class has not been realized and is not likely to be.

The expenses of the institution for the year appear to have been \$70,061.59, including about \$14,000 for unusual calls; its receipts, including balance from last year and \$4,498.38 borrowed, to have been the same.

Monument to Laurent Clerk.—An occurrence of much interest to this asylum and its friends was the uncovering, on September 16, 1874, of the monument erected by the deaf mutes of America to the memory of this distinguished friend of their class, whose life was passed in labor for them, forty-one years of it being spent as instructor in the Hartford asylum. The memorial is a line bust surmounting a granite monument of handsome proportions and design, the monument bearing on three of its sides appropriate inscriptions, one of which is the following:

"Erected by the deaf mutes of America to the memory of their benefactor, the pupil of Sicard, the associate of Gallaudet, who left his native land to elevate them by his teaching and encourage them by his example."

Mr. Clerk was born in La Balme, France, December 26, 1785, and died at Hartford, July 18, 1869, (Connecticut School Journal, September, p. 213.)

WHIPPLE HOME FOR DEAF MUTES.†

In October, 1873, this school was removed to its present location in the town of Groton. The place is well adapted to the needs of such an institution. It has been hired for two years, and the principal hopes before the expiration of that time to secure it permanently. There are at present 7 pupils. A large proportion of deaf mutes in the State are unable to meet the expenses of a private school and are obliged to go to the free asylum at Hartford. The progress of the pupils in the institution in articulation and lip-reading has been eminently satisfactory. The principal says: "During the past year my natural alphabet has been thoroughly tested, as a means of teaching articulation and lip-reading to the deaf. In every case it has been easily learned and readily applied, and much more has been accomplished than could have been done without its help, especially in showing to the pupils delicate shades and distinctions of sound, as well as the more difficult combinations."

OBITUARY RECORD.

REV. ABNER JACKSON.

Rev. Abner Jackson, D.D., LL.D., president of Trinity, the Episcopal College of Connecticut, died at his post in Hartford, on Sunday, April 19, 1874, aged 63. Born, 1811. Dr. Jackson graduated at Trinity in 1837 and immediately became a tutor in the college. He was subsequently made professor of ethics and metaphysics, in which chair he did good service till 1858, when his rising reputation as a scholar and a gentleman secured him a call to the presidency of Hobart College, Geneva, N. Y., an institution also under the control of the Episcopalians. He accepted the position offered him, and served the college faithfully for nine years, when he was recalled to take the presidency of his alma mater, a post for which his finished scholarship, administrative tact, and gentlemanly courtesy made him eminently fit. He filled the place with great acceptance, and with the aid of excellent associates brought up the college to a higher point than it ever previously had reached, when, just as there was opening before him a fresh career of usefulness in new and elegant college buildings under way, he was summoned to lay down his presidential staff and enter on the higher services of heaven.

*From the fifty-eighth annual report.

†From report of secretary, pp. 87, 89.

Few men could carry with them to the grave a better record than that of Dr. Jackson. A polished scholar and thoroughly imbued with the traditions of college life, he was yet no slave to methods of instruction, but singularly open to conviction from all sides, free from a narrow bigotry, remarkable for sound judgment and catholic spirit, and so genial, gentle, lovable, and courteous as to win golden opinions even from the ones with whom he differed most. A noble type of Christian gentleman, "His memory"—says the *Hartford Courant*—"will be warmly cherished by all who had the felicity of his pure society; his loss will be deeply felt by the college and by the city which he loved and which held him in the highest esteem."

SAMUEL M. CAPRON.

Mr. Samuel M. Capron, principal of Hartford High School, a much-esteemed leader of the public school forces of the Connecticut State capital, died at Hartford, after a somewhat sudden illness, January 4, 1874. Born in Uxbridge, Mass., May 15, 1832, and trained amid the happiest domestic influences, he early devoted himself to study, made partial preparation for college at his home, and completed it under the celebrated Dr. Samuel H. Taylor, at the Phillips Academy, Andover, in his native State. Choosing Yale as his place for fuller training, he passed with honor through its classes and graduated with distinction in 1853. A post for useful occupation was immediately opened to him. His brother, William B. Capron, who had been classical teacher in the Hartford High School, was about to depart for India as a missionary, and the school authorities, glad to secure another teacher from the same good stock, elected Samuel to succeed him. He entered on his duties in the school that season and served with great acceptance for ten years. Then, broken in spirit by affliction in his household and in his health by the labors of the school, he sought relief in a year of foreign travel. Returning recruited to his work, he was made principal of the high school in 1864. Throwing his whole energies into the improvement of the field thus opened he succeeded in obtaining from the town authorities a new school-building, costing \$150,000, and in filling this, before his death, with a pupil force of 350 youths, among the choicest that the State could furnish. Directing these with Christian faithfulness, wise gentleness, and yet firm will, he infused into them his own warm zeal for study, and brought up the number of graduates from 3 in 1865 to 44 in 1873, the reputation of these graduates standing high for scholarship in all the colleges they entered. With such success and with a character remarkable for pure integrity, for bland persuasiveness, for hearty enthusiasm in good works of every kind, and especially in his own work as a teacher, Mr. Capron rose to such esteem among the citizens that his death was felt to be a shock and a calamity, not only in Hartford, but throughout the State. The Hartford papers spoke of him in terms of most profound respect; the Springfield Republican gave him large space and lofty praise in an obituary notice, and the Connecticut School Journal said of him: "We have found in him an extraordinary uniformity of the rarest qualities. He was ever the same calm, scholarly, winning, popular man; gentle as a lamb in any matter of mere self-assertion, yet bold as a lion to stand by duty and right; apparently diffident, yet in reality so decided and firm that he proved a masterly organizer, having sharply-defined views of his own, yet liberal to those of others; a thoroughly alive and growing man; and, best of all, one of those pure, true, earnest Christians for whom the irreligious world has never a scoff, but the most sincere respect."

DR. EDWARD W. HATCH.

The death of Dr. Edward W. Hatch, superintendent of the Connecticut State Reform School at Meriden, was announced in the March number of the Connecticut School Journal for 1874, as one that had "bereaved and afflicted the whole State." Dr. Hatch is said to have possessed "a rare combination of qualities which made him to be most highly respected as a public officer and thoroughly endeared to all who enjoyed his acquaintance. To a large extent, in his peculiar work, a public educator, he was, as such, a master. He knew how to conquer the most stubborn boy by irrepressible yet gentle means, subduing and controlling, not so much by the application of force as by the development of latent manhood and self-respect. One of the most cheerful of companions, he was yet a deep thinker, a consummate organizer, a broad philanthropist, and a hearty and outspoken Christian."

MISS LOTTIE A. RIGGS AND MISS CATHARINE BUTTS.

Miss Lottie A. Riggs and Miss Catharine Butts, of the New Haven public schools, died, the former February 3, the latter February 5, 1875. Miss Riggs, a graduate of the city high school in 1872 and subsequently a pupil in the city training school, had been an esteemed teacher in the West Street school for a year and one month before her death. Miss Butts, graduating about twelve years ago at the Connecticut State Normal School, became shortly afterward a teacher of advanced classes in the Washington and Dwight schools of New Haven, subsequently (under the good policy of putting first-class teachers in primary departments) had given her the charge of

No. 1 in the Webster school, and in 1872 was made principal of the Fair street training school. The duties of this position were faithfully and successfully performed until her death.

MARY W. LOVELL.

The secretary of the State board sends also the following notice of a deceased lady, whom he speaks of as one of the most efficient teachers in the State :

Mary W. Lovell was born in Sharon, Conn., near Amenia, N. Y., May 22, 1834. She first taught in an academy in Amenia, then in Sharon. In July, 1857, she went with others to the Indian Territory to teach the Choctaws. Returning in 1860, she taught a select school that was undertaken by a Presbyterian minister and self-sustaining in its character, among the same nation. This was broken up by the civil war, and she came home in 1861. The autumn of 1863 found her teaching the high school at River Falls, Wis. She left this school and came to West Haven, Conn., in 1868, where for six years she labored nobly and faithfully, and died November 22, 1874, of heart-disease. She was ever diffident and unsatisfied with her own abilities, coming short of her own high standard. But, in the estimation of all that ever had occasion to judge of her value as a teacher, she was truly a first-class instructor. She gained the good will and affection of children, parents, school officers, and citizens. Unusually endowed with the faculty of imparting knowledge to young minds and kind and prudent in the managing and governing of scholars, her loss is deeply felt and hardly to be supplied.

WILLIAM A. BUCKINGHAM.

Among promoters of education deceased in the early part of 1875 was ex-Governor William A. Buckingham, of Norwich, who at the time of his death, in February of that year, was serving as Senator from Connecticut in the Congress of the United States. Coming of a family remarkable for fervent piety, superior intellectual powers, and rare sagacity in business, Governor Buckingham was born May 28, 1804, in the town of Lebanon, Conn. Amidst the most excellent parental influences, he spent the first eighteen years of his life at home, receiving his training in the public schools of Lebanon and of a neighboring town, and in the intervals of school assisting his father in farm-work. At 18 he became a teacher, served as such for a year, then entered a store in Norwich as a clerk, and, after four years' service in that capacity, opened a shop himself in the same place, winning custom and favor rapidly by his urbanity, promptness, fidelity to all engagements, and quick sagacity as to all business affairs.

He shortly added manufacturing to his mercantile pursuits and in 1848 abandoned the latter to devote himself entirely to the former. His remarkably fine qualities of mind and character becoming known more widely every year, he was soon honored with the mayoralty of Norwich; then in 1856 was put on the electoral ticket of the State by the republicans, and in 1858 elected governor, and kept in office for eight years by successive annual re-elections, only being suffered to go out in May, 1866, when the storm of war had thoroughly blown over, and the troops which he had sent forth and kindly cared for in the field were returning to their homes. The only other office by which the State could fairly testify the confidence it felt in him, that of United States Senator, was conferred in May, 1868, and it was as his term of six years' service was just drawing to its close that, at the ripe age of 70 years, he died.

Among the many admirable qualities by which Governor Buckingham was marked, his beneficence to all good objects was particularly noteworthy. Though never wealthy, it is said that he gave away more money in his life than any other citizen of Norwich. Besides multitudes of noble gifts for State, national, and religious purposes, he gave for education freely: \$23,000 to the Free Academy of Norwich, \$35,000 to the Theological Seminary of Yale College, \$1,000 to Ripon College in Wisconsin, with other educational benefactions of various amounts to many western institutions. His more private gifts flowed out in countless streams. He often had a dozen college students sustained in greater or less degree by his liberality, and this while giving largely to the educational society and contributing generously to the benevolent operations of the age.—(Senatorial testimonies to Governor Buckingham, on Saturday February 27, 1875, and letter from Rev. W. S. Palmer.)

LIST OF SCHOOL OFFICIALS IN CONNECTICUT.

Hon. B. G. NORTHRUP, *secretary of State board of education, New Haven.*Hon. JOHN G. BAIRD, *assistant secretary.*

STATE BOARD OF EDUCATION.

Name.	Post-office.
<i>Ex officio.</i>	
His excellency Charles R. Ingersoll.....	New Haven.
His honor George G. Sill.....	Hartford.
<i>By appointment of the general assembly.</i>	
Elisha Carpenter.....	Hartford.
William H. Potter.....	Mystic River.
George M. Woodruff.....	Litchfield.
Thomas A. Thatcher.....	New Haven.

CITY AND TOWN SUPERINTENDENTS.

City or town.	Acting visitor.	Post-office.
Bridgeport.....	A. H. Abernethy.....	Bridgeport.
Danbury.....	E. F. Hendrick.....	Danbury.
Derby.....	L. B. Baldwin.....	Derby.
Enfield.....	E. F. Parsons.....	Thompsonville.
Greenwich.....	Myron L. Mason.....	Greenwich.
Groton.....	Samuel S. Lamb.....	Mystic.
Hartford.....	E. K. Hunt.....	Hartford.
Killingly.....	Anthony Ames.....	West Killingly.
Meriden.....	C. H. S. Davis.....	Meriden.
Middletown City.....	Henry E. Sawyer, superintendent.....	Middletown.
Middletown City.....	George W. Atkins.....	Middletown.
New Britain.....	Charles Northend.....	New Britain.
New Haven.....	Ariel Parish, superintendent.....	New Haven.
New London.....	Ralph Wheeler.....	New London.
Norwalk.....	H. N. Denning.....	South Norwalk.
Norwich City.....	Charles D. Hine, superintendent.....	Norwich.
Norwich City.....	John W. Crary.....	Norwich.
Stamford.....	John Day Ferguson.....	Stamford.
Stonington.....	B. F. Williams.....	Mystic Bridge.
Vernon.....	Gelon W. Wert.....	Rockville.
Waterbury City.....	M. S. Crosby, superintendent.....	Waterbury.
Waterbury City.....	J. R. Roberts.....	Waterbury.
Windham.....	F. Rogers.....	Willimantic.

DELAWARE.

ELEMENTARY INSTRUCTION.

SCHOOL-SYSTEM OF THE STATE.*

A superintendent of schools for each county, a school committee for each school district, and commissioners especially appointed by the levy court for the formation of new districts and location of new schools, have long formed the legal official *personnel* of the Delaware free school system.

As to superintendents the language of the law has been, "The governor shall yearly, before the 1st of March, appoint a superintendent of free schools in each county, whose term of office shall continue until a successor is duly commissioned." No visitation of schools or holding of teachers' institutes is prescribed for these, although a school convention for each county is recognized as one of the things that may receive a portion of the county school fund. The duties of the superintendents, as defined, are, simply "to correspond" with committeemen and teachers, "to aid them with advice, to supply proper forms, to collect information, and to report to the general assembly the state of the districts and such matters as they may deem proper."

The school committeemen (apparently three for each district) are elected by the people for a term of three years. Their terms, however, differ in date, one member of the committee going out of office on the first Saturday in April of each year, and a successor being chosen at the same date to fill the vacancy thus created. Their duties are to determine the site of school-houses for their districts; to lease or purchase the necessary grounds; to erect a suitable building; to keep this in good repair; to supply it with the necessary furniture and fuel; to bring action, if necessary, for any injury to it; to bring like action, through the collector of the district, for any delinquency in the payment of school taxes; and finally, to provide a school, when and as long as their funds will enable them to do so, and to employ teachers, of good moral character, well qualified to teach reading, writing, arithmetic, English grammar, and such other studies as may be deemed necessary.

The schools thus established are "free to all the white children of the district over 5 years old." The colored children have thus far been provided for by a society instituted for the special purpose of maintaining schools for them.

A school-fund of considerable amount enables the State to supplement quite liberally the amounts raised by local taxation for free schools.†

*Revised edition of the school-law, published by authority of the levy court of Kent County, 1868.

†A new school law.—As this report is about to go to press there comes notice of the passage by the legislature of a new school law, which so modifies the existing free school system as to merit mention, though properly belonging in the annual report for 1875.

This law provides for a State superintendent of free schools, to be appointed by the governor on the second Tuesday in April, 1875, and annually thereafter. He is to visit every school in the State once in the year, and take note of the number of scholars, the qualification and efficiency of the teachers, the methods of instruction, discipline, and government, and the condition of grounds and buildings. He may suspend the certificates of teachers whom he finds deficient and unwilling to receive advice. He is made the examiner of candidates for teachership, and may give or withhold certificates of competency according as he finds such competent or otherwise; must keep a record of the certificates he issues and each year make report to the governor of all his acts.

A State board of education is also created, to be composed of the secretary of state, the president of Delaware College, the State auditor, and the State superintendent of free schools. This board, meeting annually on the first Tuesday of January, is to hear appeals from the decisions of the superintendent, to determine controversies between him and teachers or school officers, to decide what text-books shall be used in the free schools, to issue a uniform series of blanks for the use of teachers, and to require records to be kept and returns to be made according to these forms.

The school commissioners are no longer to leave the question of local taxation for school purposes to a vote of the people of the districts, but are to assess, levy, and collect a school tax without regard to such a vote, and, after August, 1875, are not to employ any person as a teacher who does not hold a certificate from the State superintendent.

Teachers' institutes are to be held under the direction of the superintendent in each county of the State at least once in every year, and all the teachers of the county must attend, unless unavoidably detained.

This law is so great an improvement on the preceding ones, and contains in it so many elements of further progress, as to encourage hope that Delaware henceforward will take higher rank, educationally, than she has done.

State schools for colored people.—In close connection with the law just mentioned, another was also passed providing for a special taxation of thirty cents on the hundred dollars of the real and personal property of colored persons in the several hundreds, which tax shall be set apart as a separate fund for the support of colored schools and be dispensed through the Delaware Association for the Education of Colored People. This association has done hitherto the greater part of the work for the education of colored children out of Wilmington, receiving voluntary contributions for the purpose from such as were disposed to give and keeping open twenty-eight schools, in which from 1,000 to 1,200 colored children were instructed. Now, instead of such voluntary offerings from a few, all colored people subject to taxation will be made contributors to the support of colored schools.

SCHOOLS FOR COLORED PEOPLE.

The following information has been received from Mary S. Caspersen, actuary of the Delaware Association for the Moral Improvement and Education of the Colored People :

"During the past school year we have had 23 schools, with as many teachers, under our charge outside of the city of Wilmington, wherein from 1,100 to 1,200 colored children were taught the rudimentary branches of an English education. These schools do not at present receive aid from the State. All are under the management of colored teachers, some of whom are accomplished and well educated.

"The colored schools are maintained in great part with a revenue which is raised among the colored people, who are assisted in the work by the Delaware association. The greater part of the salaries is raised by the colored people themselves, the association giving to each school six dollars per month, also purchasing the books at wholesale prices and disposing to the schools at about cost price. The same books are used throughout the State, so that if parents should remove from one locality to another they will find the same kind of books in the schools. Thus we are enabled to have a uniform system.

"Perhaps the best way in which to describe the condition and progress of these schools will be to give some data from one month's report. For example: Number of schools, 23; number of teachers, 28; number of enrollment, 1,125; number of average attendance, 951; number of males, 659; number of females, 466; number in alphabet and primer, 144; number in reading and spelling, 981; number in writing, 802; number in arithmetic, 586; number in geography, 243; number in grammar, 123; number in history, 25. At Middletown, the teacher, through her own exertions, has built during the past year the school-building, costing over \$1,000. She has an attendance of 67 pupils, all of whom spell, read, and write, and are studying arithmetic, 47 geography, 12 grammar, and 4 history. Thus I might go on through the whole list, showing the proportion of pupils who are pursuing the different studies, which will not vary much from those given above.

"The Howard school-building, at Wilmington, is still leased by the public board of education, and a flourishing school is held, composed of colored pupils. Within the past year we have opened 5 new schools, as follows: St George's, New Castle County; Scott's Chapel, St. Jones's and Massey's, in Kent County; Millsboro', in Sussex County.

"During the last session of the legislature, held during the past winter, the colored people asked to be taxed for the support of their own schools, and I am happy to state that an act was passed taxing the colored men 30 cents on the \$100, this tax to be levied, and the money collected and placed in the hands of the Delaware association for expenditure. We expect this law will take effect this fall or the coming spring, and it yet remains to be seen whether it will be of any permanent benefit."

CITY SCHOOL SYSTEMS.

WILMINGTON, 1874.*

A board of public education, composed of three members from each of the ten city wards, whose term of office is three years, exercises here a general care of the city schools, having under it a city superintendent of schools as its executive officer.

General statistics.—The present population of the city is estimated at 39,230; the legal school age is 6 to 21; the number of children of this age not given; enrolled in public schools, not including evening schools, 5,776; estimated value of school property, \$185,032.

Schools and school attendance.—Number of different school-buildings, including 5 used for evening schools, 21; number of school-rooms, including also those used for evening schools, 96; number of sittings for study, 4,993; whole enrollment, inclusive of normal and evening schools, 6,214; average daily attendance, inclusive of the same, 3,860.

Teachers and teachers' pay.—The whole number of teachers, including those of evening schools, most of whom, however, teach in the day schools, 109. Of these only 5 are males, 104 females. Of the males, 2 are employed in the evening normal school, 1 in another evening school, 1 in a grammar school, and the other is a special teacher of German. The minimum pay for assistants in primary day schools is \$360; that for assistants in grammar and high schools, \$425 and \$500. The maximum is \$550 for principals in primary schools, \$800 for principals in grammar schools, and \$1,200 for male principal of high school, which is also called grammar school No. 1. The assistants in the evening normal school receive \$200; those in other evening schools, 75 cents per evening; the principals of these, \$1 per evening; the special teacher of German, \$500 per annum.

Financial.—The receipts for school purposes, all local except \$3,501.69 from State school fund, have been \$63,239.88. The expenditures, including \$4,269.45 for sites, buildings, and apparatus, have been \$66,785.28.

* Report of Superintendent D. W. Harlan for 1873-'74 and special return.

ELEMENTARY TRAINING.

ATTENDANCE ON THE SCHOOLS.

Notwithstanding the addition to the city schools of one for colored children, enrolling 255 pupils, the superintendent says that the whole enrollment foots up 154 less than the preceding year, or an apparent decrease of 399 white pupils. This is accounted for partly from the disposition of teachers to secure a high percentage of average attendance, and so to reject applicants likely to be irregular, and partly from the fact that, as corporal punishment has been more under the ban than heretofore, it has been thought desirable not to have pupils with whom the use of the rod would probably be necessary. A careful calculation shows, however, that there is an increase in the average number belonging to all the schools of 193, and that this number, diminished by the average number belonging to the colored school referred to, shows an increase of 54 in the average number of white children belonging to all the schools.

Still, in view of the large difference between the number enrolled in day schools, 5,776, and the average daily attendance, 3,565, it is suggested that legislation to authorize a truant-school and a truant-police may become necessary, to secure the attendance and at least partial education of many who will otherwise grow up in ignorance.

IMPROVEMENT OF TEACHERS.

As a body, the teachers of the city are said to have shown, in the past year, an interest in their work that is in the highest degree creditable to them. Nearly all have been subscribers to one or more educational journals. The monthly teachers' institute has been attended by a larger number than previously and its exercises have been more generally participated in by them. The preparation for and attendance at the normal school have also been better than ever before; while, in addition, quite a number of teachers have been taking lessons at considerable expense from private instructors. Eleven, who completed during the year the course in the normal school and passed creditably the final examination, received permanent certificates.

CHANGES AMONG TEACHERS.

The changes that frequently occur from the resignation of a teacher of high grade and the consequent promotion of a line of several in the lower grades, has been found so great a disadvantage, as to be a cause of much complaint upon the part of parents. It is hence suggested that all positions commanding the same salary should be considered of the same grade. Then merely nominal promotions would be less sought and less likely to occur, and the sentiment, now too prevalent, that it is not creditable to remain long a teacher of little children, might soon cease to have its present power. As one means of checking it, the superintendent argues that, as the foundation of the whole intellectual and moral education of a child is often laid in the instruction of its earliest years, the best teachers for the primary classes are the same that would be the best elsewhere, *i. e.*, those who, from both books and observation, have studied the child-mind and acquired the peculiar power necessary to teach children to think—a power that is seldom acquired without considerable practice in teaching.

TRAINING OF TEACHERS.

NORMAL COURSE AT DELAWARE COLLEGE, NEWARK.

By an act of the legislature, passed in 1873, the faculty of Delaware College are required to furnish free instruction, of a suitable character, for ten students from each county in the State, whenever such students, on presenting themselves for admission, shall obligate themselves to teach for not less than one year in the free schools of the State. The course of study in this department extends through three years and embraces all the branches included in the literary course of the college, except Latin and the modern languages, for which is substituted instruction in the higher essentials of a thorough English education and in the best and most approved methods of teaching.

Candidates for admission to this normal course are to be appointed by the members of the legislature, must be at least 16 years of age, and must bring satisfactory evidence of moral character. These conditions existing, they must sustain an examination in the rudiments of English studies.

Those who complete the full three years' course will receive a teacher's diploma and those proceeding through one year or more of the course will be entitled to a certificate of merit proportioned to the degree of progress made in their studies.

WILMINGTON NORMAL SCHOOL.

The city report of Wilmington shows that three teachers are employed in the city normal school, the sessions of which are held in the evening, the pupils probably belonging to the high school classes during the day. The course for the normal school is not indicated. Its graduates are probably absorbed in great measure by the city schools.

SECONDARY INSTRUCTION.

WILMINGTON HIGH SCHOOLS.

The course of study in this department of the city system appears to be a fair one, embracing the usual higher branches of English studies taught in public schools, with Latin and German optional. The Latin, however, does not appear to go beyond Cæsar. The course is three years. The total number in the boys' high school is 65; in the girls', 36—in both, 101.

WILMINGTON CONFERENCE ACADEMY, DOVER.

This institution, first suggested in 1870 and chartered in 1873, sent out its first catalogue for the school year of 1873-'74. This presents a teaching corps of 9 instructors, with one chair still awaiting occupation, with a body of students numbering 27 in the academy proper and 17 in the preparatory classes. The courses of study are two—one, English and scientific; the other, classical—each embracing three years; the former running up in the last term of the senior year to descriptive astronomy, chemistry, geology, natural and moral philosophy, and evidences of Christianity; the latter, in the same term, to Horace and Æschylus or Sophocles, Virgil and Cicero, Xenophon and Homer, having been previously attended to. A good building, 89 feet by 94, four stories high, constructed solidly of brick and having 54 rooms, besides pantries and store-rooms, affords good accommodation for teachers and students, while 6 acres of surrounding grounds give ample room for play and gardening. The building is heated throughout by steam, is lighted with gas, is supplied with hot and cold water, and is said to be well ventilated. Out of \$16,000 debt upon it, \$10,000 was provided for at a recent meeting of the conference. Its returns for the autumn of 1874 presented 6 teachers, with 77 pupils. This new seminary, with a large kindred school for girls in Wilmington, does credit to the influential denomination by which both have been established.

RUGBY ACADEMY.

The Rugby Academy, Wilmington, with also an English and a classical course, makes these two years each, instead of three, the last term carrying the classical students into Sallust, Cicero, Livy, or Horace in Latin, and into the Anabasis and Iliad in Greek. The teachers in 1874 were 6; the pupils numbered 95. Drawing, French, and German are optional here.

HIGH SCHOOL.

The high school at Frederica, Kent County, also sends a return, showing 1 teacher and 34 pupils, 33 of whom are in English studies and 1 in classical.

FELTON SEMINARY.

The Felton Seminary, Felton, Kent County, eleven miles south of Dover, appears from its circular for 1873-'74, to be well housed and generally well arranged. It receives both sexes, lodging its boy students on one floor, its girls on another, with separate stairways, and has a three years' academic course for each. That for the male students embraces, in Latin, Cæsar, Cicero, Virgil's Georgics and Æneid, and, in Greek, the Anabasis and Homer. That for the females includes, with Cicero and the Æneid, French and German, instead of Greek.

OTHER SECONDARY SCHOOLS.

Seven other schools, in all of which the two sexes are trained together, make report for 1874 of 27 teachers and 291 scholars, of whom 191 are in English studies, 47 in classical, and 42 in scientific. In 2 of these schools drawing is taught; in 4, vocal and instrumental music; while only 1 reports a laboratory and 2 philosophical apparatus.

SUPERIOR INSTRUCTION.

DELAWARE COLLEGE, NEWARK.

At this institution, now substantially the college of the State, provision is made for the following courses:

(1) A classical course, reaching through four years and embracing the ordinary elements of collegiate instruction. The candidates for admission to the freshman class in this must be at least 14 years of age, must give satisfactory evidence of good moral character, and must sustain an examination in arithmetic, geography, English grammar, history of the United States, elements of algebra, Latin and Greek grammar, Greek reader, and first two books of the Anabasis, Latin reader, Sallust or Cæsar, Cicero's select orations, and Virgil, or what shall be deemed equivalent.

(3) A scientific course, extending through three years, candidates for which must also be 14, present evidence of good moral character, and stand examination in English grammar, geography, arithmetic, the elements of algebra, history of the United States, and "such branches as form the basis of a complete English education."

(3) An agricultural course, with the same requirements for admission, and extending also through three years, with opportunity for practical farming exercise in the garden, nursery, and farm of the professor in this department.

(4) A literary course, similar to the classical, but extending only through three years instead of four, omitting the higher mathematics and substituting one of the modern languages for Greek.

(5) A normal course of three years, previously noticed under the head of "Training of teachers."

The graduates in the classical department receive the degree of bachelor of arts; in the scientific, that of bachelor of philosophy; in the agricultural, that of graduate in agriculture; in the literary and normal, a diploma indicating the completion of the course in each.

Choice of studies.—Students may, with the approval of their parents or guardians, enter any one of the departments above named or take such select studies as circumstances render advisable, but a regular course is strongly recommended.

Changes from one course to another can be made only at the opening of a term, and every student must have at least fifteen recitations weekly unless excused for cause.

Female students.—Two years ago the board of trustees, with the approval of the college faculty, authorized the admission of female students to the college classes on the same conditions as in the case of males. The circular for 1874 says that the experience of these two years bears witness to the wisdom of the action thus taken, the young ladies admitted having shown a capacity to understand and appreciate their various studies fully equal to that of the other sex, while a generous rivalry between the sexes has been the means of mutual advantage alike in studies and deportment. The lady students from abroad have their home with Miss Chamberlain, of the Newark Academy, an institution separate from the college.

The Wesleyan Female College, Wilmington, makes no report for 1874. In 1873 it presented 13 instructors in the collegiate and 2 in the preparatory department, with 75 preparatory students, 56 in the regular college course and 6 in a partial course, making a total of 62 collegiates; four years of college course and library of 3,600 volumes.

Statistics of a college and school for professional instruction.

Name of college and school of science.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship-funds.	
Delaware College.....	6			45	\$50,000	\$83,000	\$4,980	\$900	\$3,000		6,000
SCHOOL OF SCIENCE.											
Agricultural department of Delaware College.*											

* Statistics included in those of the college.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

AGRICULTURAL DEPARTMENT OF DELAWARE COLLEGE.

It is the design of the college in organizing this department to give to young men of proper age and acquirements a thorough course of instruction directly pertaining to agriculture, which may enable them to conduct the operations of a farm both intelligently and profitably and at the same time secure such mental discipline by attention to other studies as may constitute a substantial education.

To this end, in connection with the other studies last referred to, there is, during the course, a discussion of the most approved methods of conducting the practical operations of the farm, garden, and nursery; a presentation of the results of well-tried experiments, and an exhibition of the way in which they must be conducted to make them of real value.

Besides the college, no schools for professional instruction appear to exist in the State, though students of law are trained in experienced lawyers' offices, students of medicine pursue some portion of their studies under the direction of practicing physicians, and students of theology sometimes read during the vacations of the divinity schools with a bishop or settled minister.—(College circular, for 1874.)

SCHOOL OFFICIALS IN DELAWARE.

JAMES H. GROVES, *state superintendent of public schools, Smyrna, Kent County.*
DAVID W. HARLAN, *superintendent of schools in Wilmington.*

FLORIDA.

FINANCIAL STATEMENT, 1874. *

RECEIPTS.

Income from taxation for school purposes.....	\$80,735 23
Interest on permanent school fund	15,039 30
From Peabody educational fund†	8,000 00
Total receipts.....	103,774 53

EXPENDITURES.

Total amount expended for education, no particulars.....	139,870 61
Expenditure <i>per capita</i> of pupils enrolled in public schools.....	6 59
Expenditure <i>per capita</i> of average attendance in public schools.....	8 79

SCHOOL-FUND.†

Amount of available school fund.....	286,745 08
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SCHOOL POPULATION AND ATTENDANCE. *

School year begins October 1 and ends September 30.

School age in the State, 6 to 21.

Number enrolled in schools during school year 1873-74.....	21,196
Number in average daily attendance	15,897

TEACHERS AND TEACHERS' PAY. *

Whole number of teachers employed in public schools during the year...	590
Number necessary to supply the schools	600
Average salary per month of teachers in public schools.....	\$35 00

In justice to the State, it must be mentioned that, before the annual returns were made, the late superintendent, Hon. J. C. Gibbs, died; that, possibly from knowledge of this fact, fourteen county superintendents failed to make reports in season; and that the new superintendent had only just entered upon office when these details had to be made out and forwarded.

ELEMENTARY TRAINING.

GAINS.

Notwithstanding the above-mentioned difficulties and others incident to the slow growth and great impoverishment of the population, there still appear in the statistics given some tokens of advance. Thus the reported receipts from taxation for school purposes are \$5,735.23 greater than for the preceding year, and, though the total receipts appear to be \$12,445.11 less, this is from the absence of some items, such as the revenue from the seminary fund, from sales of lands, and from donations, which, together, amounted to \$18,346.41 last year, and which may prove yet available for liquidating obligations incurred in 1874. The reported expenditures for school purposes, \$139,870.61, are an advance of \$23,481.61 on those for the preceding year.

The number of schools is made out by Secretary of State McLin, acting as State-superintendent after the death of Mr. Gibbs, 46 more than in 1873, supposing no increase in the fourteen counties not reported. The number of children enrolled in schools is 1,586 more than in 1873.

SCHOOL-BONDS.‡

The following tables show the amount of bonds belonging to the school and seminary funds in the hands of the State treasurer at the close of 1874:

* From direct returns to the Bureau by Hon. William Watkin Hicks, State superintendent of public instruction.

† The suspension of the Freedman's Bank locked up \$1,500 of this fund which was on deposit in the branch at Jacksonville.

‡ From report of Mr. McLin.

Statement of bonds belonging to the school fund in the hands of State treasurer and treasurer of the State board of education.

Denomination.	Amount.	When due.
Fifty 7 per cent. Florida bonds.....	\$50,000 00	January 1, 1887.
One 7 per cent. Florida bond.....	29,747 63	January 1, 1883.
Thirty-seven 7 per cent. Florida bonds.....	3,700 00	January 1, 1883.
Ten 8 per cent. Florida bonds.....	5,000 00	July 1, 1881.
One 6 per cent. Florida bond.....	1,000 00	April 1, 1866.
One 6 per cent. Florida bond.....	5,000 00	June 9, 1866.
One 6 per cent. Florida bond.....	505 00	May 10, 1866.
One 8 per cent. Florida bond.....	99,500 00	January 1, 1883.
Seventy-eight 7 per cent. Florida bonds.....	7,800 00	
Two 6 per cent. Florida bonds.....	2,000 00	
Nine 7 per cent. Florida railroad bonds.....	1,000 00	March 1, 1891.

NOTE.—The interest on these bonds is payable semi-annually.

One 8 per cent. Putnam County bond.* Balance due, \$3,500.

One 8 per cent. Marion County bond. Balance due, \$21.73.

One 8 per cent. Gadsden County bond. Balance due, \$8,000.

Statement of bonds belonging to the seminary fund in the possession of the treasurer of the State board of public instruction.

Denomination.	Amount.	When due.
Seven 7 per cent. Florida bonds.....	\$7,000 00	January 1, 1887.
Two 8 per cent. Florida bonds.....	1,000 00	January 1, 1861.
One 8 per cent. Florida bond.....	60,992 45	January 1, 1863.
One 6 per cent. Florida bond.....	2,300 00	June 10, 1866.
Ninety-two 7 per cent. Florida bonds.....	9,200 00	
Two 7 per cent. Florida railroad bonds.....	1,000 00	

SCHOOL-LANDS.

These lands, made up from the sixteenth sections of the various townships, were given to the State by act of Congress for the support of common schools. The amount originally approved was 704,692 acres; and, adding the number of acres sold during the past year, 3,012, to the sales of previous years, we have a total of 115,184 acres disposed of and a balance on hand of 587,508 acres.—(From report of Mr. McLin.)

SEMINARY LANDS.

The lands known as seminary lands were granted by the General Government for the support of two seminaries, one to be located east and the other west of the Suwannee River, in this State. The amount of these lands approved to the State originally was 85,714 acres. During the past year 200 acres were sold, which, added to the amount sold previously, makes a total of 47,000 acres disposed of and leaves a balance of 38,000 acres yet unsold. The sum realized from the sale of these lands is \$97,204.58 and the estimated value of the remainder is \$76,000.

These lands, together with the school lands, are under the control of the State board of education.—(From report of Mr. McLin.)

INCOMPETENT TEACHERS.

The secretary of state, acting for a time as State superintendent of instruction, gives the following painful sketch of a portion of the heads of schools:

“One of the greatest drawbacks to the success of our system is the want of competent teachers. The great bulk of the educational corps in this State is made up of colored men and women, who have made sufficient advancement in knowledge to be able to give instruction in the rudimentary branches, such as spelling, reading, writing, and the elementary principles of arithmetic. The sparsely-settled state of the country, the difficulty of obtaining suitable boarding-houses and places of residence, and the smallness of the pecuniary reward offered have operated as an effectual barrier against securing that class of teachers in whom we might expect to find the proper qualifications and from whom we might expect a high degree of service. Cultivated and experienced teachers who are willing to content themselves with isolation from refined society and suitable companionship, who have no scruples about lodging in log cabins

* In controversy. Balance claimed as due by both State and county.

and working in dilapidated school-houses, are found very rarely; and in a great majority of instances such has necessarily been the prospect held out by county boards and superintendents with every application for competent teachers. As a consequence, they have been compelled in most instances to take, as teachers, whoever presented themselves. Of these, three out of every four are unfit for the place they occupy, in respect to scholarship, methods and principles of teaching, general intelligence, and ability to organize and govern a school. The phases and gradations of incompetency reach through the scale of variation, from the barely passable to the most extraordinary lack of every element of fitness for the work of instruction. It is not surprising that, with a great many of our citizens, the employment of such a grade of teachers has brought the school system into disrespect. As economists, they are not satisfied to see so much money expended on schools and school-teachers where there is so little return in the fruits of instruction, and, as men of intelligence and culture, they have little faith in the elevating tendency of any system of education intrusted to such incompetent hands. In order, therefore, that our school system may win the favor and cordial support of those whose approbation is so essential to its success, it is necessary that we should have a supply of properly-qualified teachers."

MEANS OF IMPROVING THE TEACHING FORCE.

Discussing this important topic, the same gentleman says: "One of the necessary conditions for a better grade of instruction will be gained by the offer of a larger pecuniary compensation; and, reciprocally, a better grade of instruction is one of the steps to a more generous compensation. By the offer of a higher pecuniary reward, a large number of young men and women might be induced to enter upon a course of preparation and training for common school work, from whose ranks a full supply of good, if not accomplished, teachers would soon be obtained. It is true here, as elsewhere, that skilled labor will cost more than unskilled, and it is also true here, most pre-eminently and emphatically, as it is true in all the higher departments of industry, that intelligent and skilled labor is worth more than the opposite kind. It is cheaper in dollars and cents.

"The best means, however, of obtaining competent teachers is to provide some special training in the art of teaching such as is furnished by normal schools and teachers' institutes. This is the only State in the Union that is without an institute for the education of teachers, and until one is established we will look in vain for a higher standard of excellence in the instructors of the youth of the State.

"But is it practicable for us to establish such an institute at the present stage of educational development here? We think it is. Say, for instance, that one shall be established at a properly-selected point in each congressional district; that they shall be devoted exclusively to instruction and training in the art of teaching and so conducted that all the lights and aids of all approved methods shall be used; that there shall be annual sessions of, say, one month's duration, and that experienced and skillful educators shall be employed to take charge. Then let attendance on the sessions of these institutes be obligatory on every teacher; let the proficiency of each attendant be carefully graded and the standing or rank of each relatively to all be properly certified. Let these grades, then, be made the basis of a schedule of fitness or capacity, upon which another schedule of graded salaries shall be formed, looking to the payment of each teacher according to merit or qualification; and, by the aid of such an institute, in a few years the standard of excellence would be raised a large per cent., uniformity would be given to methods of instruction, the usefulness of the schools would be incalculably increased, and all cavil and complaint as to the inefficiency of teachers would cease. Each institute would require two first-class instructors, at a cost of \$150 per month each. This sum might be made up by the several counties in the district, without any extra taxation, and the money thus spent would do more to promote the cause of education than a hundred times the amount expended in paying incompetent teachers. This has been found the only effective means of reaching and improving the great body of teachers. It has commended itself so strongly by the practical result of its operation that, wherever an efficient school system is, it has become an unquestioned and indispensable feature. It has been the means of stimulating the teachers to a determination to attain a higher standard of proficiency in their calling and promoting a desire for accomplishing more good. To leave teachers to learn their business by experimenting on the children is the most costly of all systems of teacher-training, when its results are considered. As regards the art of teaching, there is no more fallacious proverb than that 'practice makes perfect.' Practice gives familiarity; but, if not based upon proper principles, it will only fix bad habits.

"Some of the worst farmers, the worst mechanics, and the worst teachers are men and women who have been practicing their avocations all their life-time. With the aid of a teachers' institute we might, in a short time, have a competent corps of teachers, and, as a consequence, better schools, better methods of teaching, and incalculable benefits to society.

"SCHOOL-HOUSES.

"Closely connected with the character of the county superintendent is that of the school-house; and if we had more faithful and efficient officers of this class there would be a change in the condition and appearance of the public school-houses throughout the State. We wish to impress on the minds of the school-officers of the several counties the necessity of improvement in the style and character of the buildings erected for school purposes. The educational influence of the school-house itself is very great. The moment the eye of the child rests upon it, a decided effect of some kind is produced upon his mind. His estimation of learning at once goes up or down. If he sees standing upon a rough, barren spot a building not better than a stable or a still-house, and finds it within repulsive and comfortless, what can he think but that education is a necessary evil, to be shunned as much as possible? But if, on the contrary, he sees a neat building, standing upon a pleasant site, with pleasant surroundings, and finds it within bright and comfortable and furnished with interesting means of improvement, at once he feels assured that education is a valued possession that may be pleasantly acquired. The influence of external surroundings and associations in molding character is a subject of general observation, and certainly at no period in life do these things exert so powerful an influence in shaping the plastic mind as during childhood and youth. As the delicate wing of a butterfly resting on a newly-molded potter's vessel will leave an imprint there that will far outlast its own fleeting life, so the early impressions which the mind receives from external objects are ineffaceable, and remain fresh and distinct long after the objects which produced them have perished. Who is there that does not remember the place where he received his early education, the school-house where was laid the foundation upon which all subsequent attainments rest? Every feature of its external surroundings and internal arrangements have been distinctly photographed by memory, and these impressions have had as undoubted an effect in molding character as the instruction imparted by the teacher. Let us take, for example, one of the shattered, broken-down school-houses that are too often seen. Externally it looks like a relic of a former age. You enter, and find yourself in an inclosure of pine boards. It is cheerless and comfortless. The walls are without maps or charts and stare at you with such blank faces that it seems a relief to see your shadow there. What must be the effect of such surroundings on the youthful mind which here receives its first impulse in the path of knowledge? No wonder that the children look upon it as a place of torture, and that in after years they recall their school days, not as the happiest seasons of their lives, but rather as a period of imprisonment from which they longed to escape. On the other hand, let us visit a neat, substantial, tasteful school-house, such as we see in some of the Northern States. The site is a pleasant one. It is surrounded by ample grounds, tastefully adorned; the building itself presents an attractive appearance, and within are found all the appliances necessary to the comfort of the pupils and their rapid advancement in study. The furniture is appropriate; the walls are furnished with blackboards, maps, and charts, such as will best facilitate the acquisition of knowledge in all the branches pursued. Such things as these give an air of refinement to the school-room that renders it attractive to all hearts, and in after years hundreds who have bid farewell to its hallowed scenes recall with delight the associations of their school days.

"For the sake, therefore, of the school system we have framed and of which we have every reason to be proud and for the sake of the youth who are being trained under it for the business of life, we must have a better class of school-houses. To bring the desirable result about, our county school officers will have to add to their accomplishments a little knowledge of school architecture. Designs of school-buildings, to cost almost any amount, can be had from any of the numerous publishers of educational books by an outlay of a dollar or two; and whenever a county board purposes erecting a school-house, some of these should be secured to insure creditable results."

BETTER SCHOOLS THROUGH BETTER SUPERINTENDENTS.

Still looking to school improvement, the honorable secretary goes on: "There is another method of increasing the efficiency of our common schools, which we fear has not had the consideration it deserves in this State, and that is the appointment of properly-qualified men as county superintendents. For a long time the value of this office was not understood, and in the school system of some of the States he does not appear; but the propriety of providing county superintendents is no longer considered a debatable question by the most experienced educators. This officer is the necessary agent between the State superintendent and the county schools, and in his hands are largely the details of the whole organization. He is the medium through which all the operations of the entire system are carried on. Such being his position, it is important that a wise discretion should be displayed in his selection. In other positions, custom, precedent, or routine will often enable ordinary men to do their work with fair success; but in school matters almost everything depends on the personal qualities and fitness of those who manage them. One indispensable qualification in a county superintendent-

ent is intelligence and culture. It is sheer folly to suppose that an ignorant man can successfully manage school interests. His obvious duties are to visit, to note methods of instruction, judge of text-books and discipline, give direction in the science and art of teaching, be adviser and assistant to the teachers, as well as examiner of them; and to do this requires intelligence of a high order and a practical knowledge of schools. How can a man conduct the examination of teachers unless he has the necessary literary qualifications and how can he counsel and aid the teachers except he be familiar with the work?

"Another qualification is sympathy with the system. If a man does not appreciate it and sympathize with it, he will be more likely to make the schools a failure than a success; he will be a hinderance rather than a help. Consequently the appointment of men as superintendents who do not heartily approve of the entire scope and object of our school-system should be avoided.

"Public spirit is also a necessary qualification. Though not a charitable institution, the school system has the public good immediately in view, and a county superintendent lacking public spirit can hardly be in sympathy with it or properly promote its interests.

"A county superintendent should also be a man of moral uprightness. Every parent or guardian has a right to demand that the school influences to which his child is subjected shall be ennobling. The school system that takes upon itself the training of the young upon any other assumption than that it will lead them to paths of integrity and virtue is a fraud and an evil. To sum up: a county superintendent should be a man well qualified as to knowledge of books, especially such topics as are generally taught in our common schools; he should be well acquainted with practical school-room work, especially with primary teaching, as his efforts can be best expended in schools of the elementary branches; he should be a man of energy and also a man of unexceptionable habits and character, that can command the esteem of the scholars, teachers, and public generally; he should be capable of withstanding the influences sometimes brought to bear upon such officers to induce them to give certificates to candidates unworthy or unqualified to become teachers; he should be enterprising and public-spirited, and, in short, known as a live, qualified, faithful, honest man, before intrusted with the responsibility of this position. When we contrast this picture of what a county superintendent ought to be with the actual state of affairs in regard to those officers here, it will be found a matter of wonder that the system has had so much vitality and vigor as to enable it to survive so long. While a few of our county superintendents are in every way worthy, qualified, and efficient officers, a large majority are notoriously unfit for the position and utterly incapable of performing their duties. The literary qualifications of some of them, if judged of from the letters and annual reports sent to this office, are of a very primitive type, and some are so indolent, incompetent, or uninterested, as to omit the making of an annual report at all. The truth is that this and all other offices in any way connected with the educational interests of the State must be entirely and forever divorced from party politics. Too frequently has the county superintendency fallen into the hands of men who have prostituted it to their political advancement or made use of it for the pecuniary gain it brought. This should not be. The objects of the system are too sacred to be touched by the polluting hand of any political party. The interests involved are too weighty, the results too far-reaching, to be sacrificed to such base purposes. Let it be understood by all parties that into the domain of public education neither partisanship nor sectarianism shall come; but that competency and worth shall be sought after and recognized, no matter what political or religious opinions these qualifications shall be found associated with.

"One of the best methods of securing better county superintendents would be to create a State board of examiners, and require of each aspirant for this office a certificate of merit from said board before making his appointment. It is a solecism in our school system that, while no teacher is employed or paid without due examination and licensure, no credentials or qualifications are required of the man who conducts the examination and issues or refuses to issue the certificate. It is submitted that this is neither reasonable nor safe, for the wise provision of the law in requiring proof of the fitness and competency of teachers is obviously liable, under such conditions, to be negated and nullified in any county at any time. Some evidence of competency, some tangible proof of the possession of proper qualifications and capacity to discharge its duties, should be made a condition of eligibility to the office of county superintendent. Either let it be divested of its natural attributes and rendered worthless as an educational force, or let the door be closed against incompetency." * * *

"UNIFORMITY OF TEXT-BOOKS.

"The want of uniformity in text-books is a matter that is causing serious trouble in almost every county in the State; and what the precise remedy is, it is difficult to determine. It is particularly embarrassing to the teachers, and their complaints, which reach this office through the county superintendents, are loud and persistent. Every

child who presents himself at the door of the public school for admission comes either without books or with books furnished by the parents, who are guided in the selection of them by their own prejudice or opinion or that of the bookseller. The consequence is a diversity of text-books in each school almost as conspicuous as the diversity of faces or the diversity of apparel; and it becomes a matter of the utmost difficulty for the teacher to organize his school in the face of such a heterogeneous collection of school-books. This is one of the most serious drawbacks to the progress of education, and the question at once arises, How shall it be remedied? The propriety of the State adopting a series of text-books, the use of which should be enforced in the public schools, is becoming more and more questionable every day, particularly in those States distinguished for efficient school systems and educational advancement. For us to adopt a State series would, we think, be supreme folly, because we are without the money necessary to put books into the hands of every child attending school, and only in this way could the adoption of a State series be secured. It is estimated that it would cost four dollars to provide each child with books; and, with a total school attendance of 20,000, it would require an outlay of \$80,000. This is a financial impossibility; and, even were it possible, the wisdom of adopting a uniform series would not be apparent. The matter, we think, should be left entirely with the county boards; and with us judicious action on the part of these boards would secure uniformity to the extent, at least, of giving a oneness of character to the text-books used in each individual school or the schools of each county. Uniformity of text-books in each school is an educational necessity. A variety of books is fatal to classification, and without classification successful instruction in ordinary schools is impossible. Let county boards determine upon a good series of text-books; let them then use whatever means they may determine on as the most efficient to make known to parents, children, and teachers the fact that a certain series has been selected, and urge upon them the purchase of books belonging to the series, pointing out, if possible, at the same time where they can be obtained. In this way in a few years the long-endured and preposterous custom of allowing scholars to use any old or new book that might come into their hands, regardless of all the conditions of successful teaching, would be utterly extirpated. Of course, in doing so, county boards would have to exercise the greatest discretion. It is a matter of much importance—one involving too many interests to be passed upon without careful consideration. There should be no partiality for publishers and no favoritism for authors. When it is remembered that what we put in the schools will soon appear in the life of the nation—that, as we impress the children, so we stamp the national character—the importance of making a proper choice will be at once apparent. But a short time suffices to accomplish any revolution the principles of which are thoroughly diffused throughout the public schools.

"CONCLUSION.

"Reviewing our progress for the past year in the noble efforts of the State to provide free education for the whole people, we are not left without much hope and encouragement. With a little better grade of teachers and some provision for their education in the shape of a teachers' institute, with some improvement in the selection of text-books, and especially with a higher standard of fitness and efficiency on the part of county superintendents, our educational system will, in the near future, achieve the most beneficent results.

"Notwithstanding the severe trial which our school interests sustained in the decease of the superintendent and the depressed condition of our finances, the system shows no signs of weakness, but by its vigor and vitality is rapidly demonstrating the wisdom of its adoption. It is, moreover, making steady progress in the favorable estimation of the people, and in a few years will stand forth as a fit expression of their patriotism and enterprise. Half a decade ago there were no schools outside a few of the larger towns or cities. We have now nearly six hundred scattered throughout the State. They are springing up by the highways and by-ways as pledges of future improvement and progress. Out of a total population of 200,000, we have 20,000 children attending school. This is a revolution that cannot go backward. It creates its own momentum. It moves by a power within itself, and strikes out the light and heat of its own vitality. It is estimated by large operators, who employ thousands of hands, that a knowledge of only the elements of a primary education adds 25 per cent. to the value of a man as a simple laborer. This is a fact for our people and legislators to ponder. It teaches us that the education of the rising generation is the most practical way to utilize our resources. The wealth of our soil, the treasures with which our air is laden, and number of population will be but barren blessings if we add not the intelligence and virtue that are the true glory of the State."

SCHOOLS AIDED FROM PEABODY FUND.

Jacksonville, 600 pupils, \$1,400; Key West, 835 pupils, \$1,300; St. Augustine, 350 pupils, \$1,200; Tallahassee, 375 pupils, \$1,000; Gainesville, 350 pupils, \$900; Pensa-

cola, 270 pupils, \$600; Madison, 333 pupils, \$600; Quincy, 160 pupils, \$600; Monticello, 280 pupils, \$600; Archer, 200 pupils, \$300; Lake City, 150 pupils, \$300; Newmansville, 134 pupils, \$300; Oakland, 103 pupils, \$300; Liberty Hill, 155 pupils, \$300; Ocala, 301 pupils, \$300; East Side, 138 pupils, \$200—total, \$10,200.

CITY SCHOOL SYSTEMS.

There are no city systems proper in this State. All that relates to the location and management of schools within the limits of a county is put by law under the direction of the county board of public instruction. The following is the report from

ST. AUGUSTINE AND ITS NEIGHBORHOOD.

There is not much of interest to report in connection with the schools in this county. The sparseness of the population renders it difficult to establish schools. In the county there are 10 schools, 9 white and 1 colored; 2 or 3 others are being organized; the number of pupils averages about 25. The wages of teachers are \$30 per month. The teachers are provided with board by the patrons of the schools. Salaries are paid by the board of public instruction of the county. Schools are kept open from three to six months. They are all but beginnings of better things.

In this city we have a very good school, called the Peabody School, which receives a donation of \$1,000 a year from the Peabody fund. It numbers over two hundred pupils and four teachers. It is divided into two departments, academic and primary. The principal is an experienced teacher from one of the northern cities. This school is accommodated, by the liberality of the United States Government, with excellent rooms in what was formerly the United States court-house.

This school is doing a good work. It has sent out competent teachers in the county. It is the aim and hope of the trustees to make this school the leading school in the State. Considering the difficulties they have had to contend with, they have reason to be satisfied with the success they have met with.

This city, from its salubrity, position, and growing prosperity, offers unusual advantages for the establishment of a large normal school of the most advanced description.

There is also a colored school in a commodious building erected by the Freedmen's Bureau; this school has over a hundred scholars. It is divided into two departments, and attached to the school is a teacher's residence. This school is in a prosperous condition, under the management of a board of trustees and two female teachers.—(From report of O. Bronson, esq., superintendent of St. John's County, January 12, 1875.)

SUPERIOR INSTRUCTION.

STATE AGRICULTURAL COLLEGE.

This institution being the main hope of the State for superior as well as scientific training, it is matter for regret that the arrangements reported as being made last year for its location and early opening in Alachua County seem to have come to a close.

The following communication, from the secretary of the board of directors of this institution to the State superintendent, exhibits its present status:

"In obedience to the requirements of law, I have the honor, on the part of the trustees of the Florida State Agricultural College, to submit the following report of the financial condition, progress, and present situation of the agricultural college:

"The fund of the college arising from the proceeds of the sale of the agricultural college scrip, amounting to \$80,000, as mentioned in the last report of the trustees, having been invested in bonds of the State of Florida of the issue of 1873, at the suggestion and upon the request of Hon. C. A. Cowgill, the comptroller, for the double purpose of securing a safe investment, and in such manner as to strengthen the credit of the State and assist in the negotiation of its bonds then pending, and those bonds having been purchased at 80 cents, left the aggregate amount of \$100,000, which, with interest thereon at 8 per cent., still remains on hand.

"Immediately after the close of the session of the legislature, on the 4th and 5th of March, 1874, a meeting of the trustees was held, when, considering the action of the trustees in making the investment of the college funds to have been approved by the legislature, the trustees appointed a special committee to select a place for the 'speediest possible location, inauguration, and operation of the State Agricultural College.'

"But, at this juncture, dependent, as the trustees were, entirely upon the interest of the fund to defray the current expenses of the college when put in operation, an important suit was brought in the courts, in which the question of the constitutionality of the issue of the very bonds in which the college fund had been invested was directly involved, and this, for the time being and up to the present time, has precluded the availability of the whole fund for all the purposes of inaugurating the practical operation of the college.

"The final decision in the suit referred to has not yet been delivered, and the suit is still pending, but the import of an interlocutory decision which has been rendered therein is to affirm the constitutionality of the issue of the bonds of 1873, to an amount sufficient to cover the then accrued indebtedness of the State, and thus, of course, would include the bonds in which the college funds had been invested, they having actually been exchanged for previous bonds of the State.

"Consequently, while the safety of the fund is well assured, the fund itself, from its entire unavailability, remains intact, and the lack of any other means has precluded the trustees from proceeding with any of the preliminary work, for although several generous donations have been offered they have all been conditioned upon a prescribed location and the immediate putting into operation of the college, which the tying-up of the fund made impossible.

"Had the fund been untrammelled it is believed that, from the means which would have arisen from the acceptance of some of the donations, the construction of the necessary buildings would have been possible, so that by this time the college might have been in actual operation.

"It is the wish and design of the trustees, as soon as the fund shall have been liberated by a final decision in the pending suit involving their value, to take active measures in the immediate prosecution of the work of the college.

"We regret being compelled thus to report nothing done since the last report, in consequence of litigation to which the trustees were not parties, but by which the funds of the college were enjoined and made unavailable."

OBITUARY-RECORD.

JONATHAN C. GIBBS.

Hon. Jonathan C. Gibbs, superintendent of public instruction since 1872, died before the expiration of his term, at Tallahassee, August 14, 1874. Mr. Gibbs, partly of African descent, was born in Philadelphia, Pa., October 21, 1831; graduated from Dartmouth College, New Hampshire, 1852; studied theology at the theological seminary of the Presbyterian Church, Princeton, N. J.; became, after his ordination to the ministry, a settled pastor at Troy, N. Y., Rev. Dr. Lord, president of Dartmouth College, preaching the ordination sermon; subsequently served as a stated supply in his native city; and in 1865 was sent South, as an agent of the Old School Presbyterian General Assembly, to organize schools and churches in its interest among the freedmen in the Atlantic States. Drifting to Florida in 1867, he so commended himself to the authorities by his evident ability and culture as to be appointed secretary of state with Governor Reed, under the constitution of 1868, succeeding Mr. Alden. In this office he served till the fall of 1872, when he became superintendent of public instruction, an office previously filled first by Hon. C. Thurston Chase and next by Hon. Charles Beecher. It was a post of considerable difficulty, from the scantiness of the provision made for the support of public schools, from the disordered condition of some important school funds, and from the sparseness, the general poverty, and the indifference about education of much of the country population of the State. But Mr. Gibbs entered earnestly upon his work, and, with the aid of good school-laws, secured by his predecessors, soon made a marked impression. In his first report he was able to present a considerable addition to the number of the public schools, as well as of the children attendant on them. In August, 1873, he came prominently before the educators of the country through a paper on "Education at the South," read before the National Educational Association at its thirteenth annual meeting in Elmira, N. Y. In this paper he put the educational progress of his State, under its new system of public schools, within a single sentence, thus: "The census of 1860—*ante bellum*—shows that Florida had in her schools 4,486 pupils, at an expense of \$75,412; to-day Florida has 18,000 pupils in school, at an expense of \$101,820; fully four times as many pupils, at an increase of only 33 per cent. expense." It was while laboring for the confirmation and continuance of this progress that death found and felled him at his post, the colored race losing in him, as his immediate successor wrote, one of its noblest representatives, the State one of its most valued citizens, and the public school system one of its best friends.

Prof. Calvin E. Stowe says respecting him: "Mr. Gibbs was a dark mulatto, of fine appearance and gentlemanly manners. In every position which he occupied he showed himself worthy of entire confidence and had the respect of all that knew him."

LIST OF SCHOOL OFFICIALS IN FLORIDA.

Hon. WILLIAM WATKIN HICKS, *superintendent of public instruction, Tallahassee.*

STATE BOARD OF EDUCATION.

Name.	Post-office.
Hon. William Watkin Hicks, superintendent of public instruction, president.....	Tallahassee.
Hon. Samuel B. McLin, secretary of state.....	Tallahassee.
Hon. William Archer Cocke, attorney-general.....	Tallahassee.

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Alachua.....	L. G. Dennis.....	Gainesville.
Baker.....	J. W. Howell.....	Sanderson.
Bradford.....	J. M. Johns.....	Starke.
Brevard.....	W. H. Sharpe.....	Ft. Pierce.
Calhoun.....	Alexander Hawkins.....	Iola.
Clay.....	J. W. Applegate.....	Green Cove Springs.
Columbia.....	A. A. Hoyte.....	Lake City.
Dade.....	E. T. Sturtevant.....	Biscayne.
Duval.....	J. P. Rollins.....	Jacksonville.
Escambia.....	George Lindsay.....	Pensacola.
Franklin.....	John Howe.....	Apalachicola.
Gadsden.....	Samuel Hamblin.....	Quincy.
Hamilton.....	J. H. Roberts.....	Jasper.
Hernando.....	T. S. Cogler.....	Brooksville.
Hillsboro'.....	W. F. White.....	Tampa.
Holmes.....	J. A. Vaughn.....	Cerro Gordo.
Jackson.....	C. E. Harvey.....	Marianna.
Jefferson.....	Robert Meacham.....	Monticello.
La Fayette.....	J. C. Ramsay.....	New Troy.
Leon.....	J. P. Apthorp.....	Tallahassee.
Levy.....	F. B. Fautoufe.....	Bronson.
Liberty.....	M. J. Solomon.....	Coe's Mills.
Madison.....	B. F. Tidwell.....	Madison.
Manatee.....	J. F. Bartholf.....	Pine Level.
Marion.....	W. I. Tucker.....	Ocala.
Monroe.....	J. W. Locke.....	Key West.
Nassau.....	C. M. Lewis.....	Fernandina.
Orange.....	W. C. Roper.....	Apopka.
Polk.....	W. B. Varn.....	Bartow.
Putnam.....	R. Chadwick.....	Pilatka.
St. John's.....	O. Bronson.....	St. Augustine.
Santa Rosa.....	D. H. Colson.....	Milton.
Sumter.....	A. P. Roberts.....	Leesburg.
Suwannee.....	George R. Thralls.....	Live Oak.
Taylor.....	J. S. Sappington.....	Shady Grove.
Volusia.....	C. G. Selleck.....	Port Orange.
Wakulla.....	G. Jaineche.....	Crawfordville.
Walton.....	J. L. McKinnon.....	Ucheeanna.
Washington.....	Thomas Hannah.....	Vernon.

GEORGIA.

STATISTICAL SUMMARY.*

RECEIPTS.

From poll-tax.....	\$34,518 90
From tax on shows and exhibitions.....	1,665 00
From half rental W. & A. R. R.....	150,000 00
Total.....	186,183 90

EXPENDITURES.

For salaries, postage, stationery, printing, &c.....	4,071 84
Apportioned for support of schools in 1874.....	265,000 00

SCHOOL POPULATION, AGE 6-18.

Number white children of school age.....	218,733
Number colored children of school age.....	175,304
Total.....	394,037
Number confederate soldiers under 20 years of age.....	8,036

ENROLLMENT AND ATTENDANCE.

Number white pupils enrolled: males, 45,559; females, 39,114.....	84,673
Number colored pupils enrolled: males, 18,814; females, 18,453.....	37,267
Total enrollment.....	121,940
Average attendance.....	76,234

SCHOOLS.

Number public schools for white children.....	2,223
Number public schools for colored children.....	669

COST OF TUITION IN PUBLIC SCHOOLS.

Average monthly cost of tuition per pupil.....	\$1 70
Amount of the same paid by the State.....	1 09

STATISTICS OF PRIVATE ELEMENTARY SCHOOLS.

Number of private elementary schools.....	617
Number of instructors in the same.....	678
Number of pupils: males, 13,482; females, 12,263.....	25,745
Average number of months taught.....	5.25
Average monthly cost of tuition per scholar.....	\$2 03.5

STATISTICS OF PRIVATE HIGH SCHOOLS.

Number of private high schools.....	86
Number of instructors in the same.....	155
Number of young men attending.....	2,949
Number of young women attending.....	2,008
Total.....	4,957
Average monthly cost of tuition per pupil.....	\$3 32

STATISTICS OF COLLEGES FROM WHICH REPORTS WERE RECEIVED.

Number of colleges reporting statistics.....	11
Number of instructors in the same.....	55
Number of young men attending.....	253
Number of young women attending.....	580
Total.....	833
Average monthly cost of tuition.....	\$4 20

* From report for 1874 by State School Commissioner Hon. G. J. Orr and special returns from the same.

INSTRUCTION OF THE DEAF AND DUMB AND BLIND.

Aggregate number of pupils attending State Institution for the Deaf and Dumb, at Cave Springs.....	51
Number of instructors in the same.....	5
Number of pupils attending the Academy for the Blind, at Macon.....	51
Number of instructors in the same.....	7

ELEMENTARY INSTRUCTION.

GENERAL EDUCATIONAL CONDITION.

The State school commissioner, Hon. Gustavus J. Orr, in his report for the year 1874, (p 5,) states that every county in the State now has a local school organization and 125 counties had public schools in operation during the year. Notwithstanding the inadequate allowance for the support of these schools, the testimony of many school officers is that they are accomplishing much good. To say nothing of the attendance of the colored children, the number of whites annually admitted into the schools since the inauguration of the public school system is, in many of the counties, more than double that admitted into private schools any year previous to that time since the close of the war. But for the public schools, many of these white children and almost all of the colored would grow up entirely without educational advantages. The commissioner expresses the conviction, obtained from extensive correspondence and repeated interviews with intelligent men from all portions of the State, that at least one-half of the white population, and nearly the entire mass of the colored, are now decidedly in favor of a liberal public school system.

INCOMPLETENESS OF STATISTICS.

The commissioner regrets the incompleteness of the preceding statistical facts, which relate to enrollment, attendance, tuition, &c., as well as those respecting private schools and colleges, and states that he kept the tables open to the latest possible moment, having not given them to the printer until January 8. The incompleteness in regard to public school returns is explained to some extent by the fact that the school year runs with the calendar, and in some counties the schools were continued through the month of December. A number of the most prominent collegiate institutions of the State, including the State University, are not included in the collegiate statistics. Blanks were distributed to them, but in many cases no reports were received.—(Report for 1874, p. 39.)

PAYMENT OF INDEBTEDNESS TO SCHOOL OFFICERS.

A law passed by the State legislature of 1874 provides for the liquidation, out of the school fund, of all claims still held against the department of education by teachers and other school officers of 1871, requiring an apportionment to be made every six months for that purpose. The act, however, empowers the grand jury to levy a tax, to be used for this purpose, instead of the school fund, and also declares that the law shall be inoperative in any county if disapproved by the grand jury of such county. The commissioner expresses his strong disapproval of the law, as being unjust to the children of this and succeeding years, and says it has failed to receive the approbation of the grand juries and school officers of the State. It was intended that the small school fund provided by the State should be used from year to year for the benefit of the children. The commissioner, therefore, earnestly urges upon the legislature a repeal of this law and the adoption of some other measure for discharging the remaining indebtedness to teachers and school officers of 1871.—(State report, pp. 9-13.)

SCHOOL FUNDS.

With the intent to prevent such another misappropriation of school funds as occurred in 1870 and 1871 and to render it certain that when school funds are lawfully applied for they shall be found on hand, the school law passed in 1872 provides that the school funds shall be kept separate and distinct from other funds, and shall be used for educational purposes, and none other. But in quite a number of cases in 1873, says the State commissioner, when the commissioners made application for this money at the treasury, all the requirements of the law having been complied with, they were told that there were no funds on hand, and the same thing has been repeated in 1874 in a much larger number of cases. The reason given by the State treasurer for the absence of the school funds from the treasury, when applied for, was the fact that they had been used in meeting the maturing indebtedness of the State abroad. The commissioner would not be understood as impugning the motives of the State treasurer, his aim in the course pursued being doubtless to preserve the credit of the State; but the violation of law referred to has operated to the prejudice of the schools, in causing delay, which to a considerable extent has been connected in the popular mind with the department of education. So far as the commissioner has been informed, payment has been made subsequently either in currency or by an order on the tax collector of the county interested.

NEED OF LOCAL TAXATION.

The commissioner again urges upon the general assembly the necessity and importance of ingrafting the power of local taxation in some form upon the school law. Without this power, he says, the public schools cannot be made efficient. The State fund now pays in some counties one-half; in some, two-thirds; and in others, the whole expense of schools of three months' continuance. The plan that has been pursued has been to obligate patrons to pay teachers the necessary supplemental amount required to secure reasonable compensation. The schools are thus made only partially free, while a local levy equal in amount to the sum apportioned by the State would secure schools in the different counties absolutely free from three to six months of the year. This amount in many of the counties would be so trifling as to be hardly felt at all, and when heaviest it would not be burdensome.—(State report, pp. 18-21.)

AID FROM PEABODY FUND.

The commissioner expresses, in behalf of the people of Georgia, renewed obligations to the trustees of the Peabody fund for aid furnished their schools in 1874. Seventeen counties and cities were promised assistance, in sums ranging from \$300 to \$2,000, and aggregating \$10,350. Most of this money has already been paid, but in two or three cases it will probably be withheld, on account of inability on the part of the localities to comply with the conditions upon which the aid was promised. In order to receive aid, schools must be free and must be kept up for about ten months of the year. These conditions make it very difficult for any except the city schools, which are operated under local laws, giving the power of taxation, to receive this aid.—(State report, pp. 26-28.)

CITY SCHOOL SYSTEMS.

ATLANTA, 1874.

General statistics.—Estimated population, 30,000; number of children of school age, (6 to 18,) 10,362; enrolled in public schools, 3,622; in private or parochial schools, 300. The schools were taught 200 days. The total valuation of school property is given as \$113,000, of which \$25,000 is for sites, \$80,000 for buildings, \$7,500 for furniture, and \$500 for apparatus.

Schools and school attendance.—The schools of the city, 12 in all, report 32 primary, 29 grammar, and 6 high school rooms, besides 5 private or parochial schools. The public schools are under a superintendent and 67 teachers, of whom 7 are males and 60 females. The average attendance out of the 3,622 pupils enrolled was 2,261. The annual wages of teachers ranged from a minimum of \$400 for assistants in primary schools to a maximum of \$1,500 for principals of grammar schools and assistants in high schools.

Financial statement.—Receipts for school purposes: from State tax, \$6,500; from local tax, \$56,150; from non-resident pupils, \$332; from Peabody fund, \$2,000; making, with a balance of \$1,065 on hand from preceding school year, \$66,097. Expenditures—of which \$1,249 went for furniture and apparatus, \$8,002 for past indebtedness, \$39,017 for pay of teachers, and \$2,500 for supervision—\$61,933.52.—(From direct returns of Superintendent B. Mallon.)

MACON, 1874.

General statistics.—Estimated population, 22,000; legal school age, 6 to 18; number of such age, 3,442; enrolled in public schools, 1,557; in parochial or private schools, 200; number of school days in the year, 200; number in which schools were taught, 178; estimated value of school property, \$34,600; of which \$4,000 is for sites, \$28,000 for buildings, \$2,500 for furniture, and \$100 for apparatus.

Schools and school attendance.—The city schools proper are 32 in number, 23 being primary, 7 grammar, and 2 high schools, reckoning by the number of rooms occupied, while 5 parochial or private schools make the total number 37, housed in 13 buildings, 8 of which are for the public schools, with 1,070 sittings.

A superintendent and 23 teachers attend to the public schools, the teacher-corps embracing 5 males and 18 females. The average attendance for 1873-74 was 864 out of the 1,557 borne on the rolls.

The wages of teachers were from \$450 to \$1,350 for the school year.

Financial statement.—Receipts: from State taxation, \$4,650; from local, \$20,990; from tuition-fees, \$726; from Peabody fund, \$2,000—total, \$28,366. Expenditures: for furniture and apparatus, \$649.17; for indebtedness, \$3,211.12; for superintendent and teachers, \$15,445; for incidentals, \$2,798.21—total, \$22,103.50; leaving a balance of \$6,262.05 for schools in the county of which the city is a district.—(Returns from Superintendent B. M. Zettler.)

SAVANNAH, 1874.

General statistics.—Estimated population, 30,000; number of school age, 6,919; enrolled in public schools, 2,901. The schools were taught 10 months. The valuation of

school property is, for grounds and sites, \$30,000; for buildings, \$60,000; for furniture, \$20,000; for apparatus, \$1,000—making a total of \$111,000.

Schools and school attendance.—There are 6 school-buildings, with 49 rooms, of which 22 are for primary, 19 for grammar, and 8 for high school classes, the sittings amounting to 2,850. The teachers are 11 males and 41 females, making 52 in all, with a city superintendent. Wages, \$500 to \$2,500.

Financial statement.—Receipts: from balance on hand, \$1,017.43; from interest on fund, \$1,019.76; from county tax, \$20,724.16; from city and Peabody fund, \$33,506—total, \$56,267.35. Expenditures: for teaching \$43,964.70; for incidentals, \$6,261—total, \$55,225.70.

There are no special teachers for music, drawing, or penmanship in either of these three cities, and but one for modern languages in Savannah and two for calisthenics.—(Returns from Superintendent W. H. Baker.)

TRAINING OF TEACHERS.

PRESENT LACK OF GOOD ONES.

"Much complaint," says the commissioner, "has reached me from many portions of the State in relation to the lack of an adequate supply of competent teachers. Many of the teachers employed in the white schools of the State are the equals of those in the schools of any State in the Union. A considerable number, however, it must be admitted, are incompetent for the work they have undertaken. The number of colored men or women capable of teaching is very small—so small as to interfere seriously in many places with the establishment of colored schools."

Means of supply.—In view of the smallness of the State school fund and the generally impoverished condition of the people, Mr. Orr says he cannot recommend the expenditure of money for the improvement of the teaching force at present, either by the establishment of teachers' institutes or normal schools or by the endowment of a normal department at the university or in the colleges of the State. "We must, for the present," he goes on, "trust for our supply to such of the young men and young ladies coming out annually from the university and from our colleges and high schools as may voluntarily adopt the teacher's profession."

Under such circumstances, we naturally turn to the university and colleges, to see what hope of supply there is from them. In the former we find that besides the numerous State scholarships, which might easily be utilized for this end, there is special provision for the admission to the university of fifty young men of limited means, who, in return for the education they receive, are expected to engage in teaching in either a private or public school in Georgia for a term of years equaling those in which they may have enjoyed the advantages of university instruction. A normal class of 9 members appears also in the catalogue of Bowdon College for 1873, and higher and lower normal departments in that of Atlanta University, the higher embracing a four years' course, with 42 members, the latter, a briefer one for primary school teachers, with 123 members. These, with such others as taste for teaching or necessity of circumstances may call from other colleges or schools, appear to be the only present sources of supply for filling with competent and well-trained teachers the 2,223 public schools for white and 699 public schools for colored children in the State.—(State report, pp. 23-25, and college circulars.)

SECONDARY INSTRUCTION.

CITY HIGH SCHOOLS.

A table at the close of the State superintendent's report gives a list of 10 high schools belonging to the counties and cities having local school laws, but does not inform us of the number of teachers or pupils or of the courses of study in the schools.

Specific returns from Savannah to the Bureau give 237 as the number of pupils in the high schools of the city, under 6 male and 3 female teachers. The course of study is not indicated beyond the fact that it includes modern languages.

Atlanta, with two high schools and six rooms devoted to high school instruction makes no note of either the teachers employed in them, of the number of pupils under these, or of the course.

Macon, with two high schools and 11 teachers for them, does not separate the high school pupils from the general total of the city schools or indicate the course.

PRIVATE HIGH SCHOOLS.

In Table 5 of the State superintendent's report, 86 schools of this character are presented, having 155 teachers and 4,957 scholars, of whom 2,949 are males and 2,008 females. One of these schools professes to have a full college course. The others embrace, generally, the study of the ancient classics, with English, mathematics, and the sciences; some, also, modern languages and music; and one runs into Hebrew.

OTHER SECONDARY SCHOOLS.

Besides the before-mentioned, 5 schools for boys and 4 for boys and girls make returns to the Bureau of 17 teachers and 604 scholars, 232 of whom are engaged in classical studies and 42 attend to modern languages. Drawing is taught in one of the boys' schools and in three of those for boys and girls, vocal and instrumental music in all of the latter class, and two of each possess laboratories and philosophical apparatus, with generally fair libraries in the schools for both sexes, and one of 350 volumes in one of the boys' schools.

BUSINESS COLLEGES.

Three of these in this State report seven instructors and 300 students, of whom 287 are males and 13 females. No indication is given of any other than those special English studies which, supplementing the ordinary school course, prepare for mercantile and other business pursuits.

SUPERIOR INSTRUCTION.

UNIVERSITY OF GEORGIA, ATHENS.

In the catalogue of 1874, the honored name of the venerable Dr. Lipscomb ceases to head the list of faculty, his long-cherished purpose of retirement having been at last effected. He is succeeded in the chancellorship by Rev. Henry H. Tucker, D. D., while in place of Prof. Lipscomb, deceased, Rev. E. W. Speer, D. D., of Atlanta, occupies the chair of belles-lettres, and General William A. Browne, of Athens, that of history and constitutional law, apparently a newly-created chair. The departments of the university continue to be (1) academic, (2) State College, (of agriculture and mechanic arts,) (3) law, (4) medical, (5) North Georgia Agricultural College, situated at Dahlonega.

In the academic department there is the usual southern division into schools, (1) of Latin language and literature, (2) of Greek language and literature, (3) of modern languages, (4) of belles-lettres, (including rhetoric, criticism, and æsthetics,) (5) of metaphysics and ethics, (6) of mathematics, (7) of natural history and astronomy, (8) of chemistry, geology, and mineralogy. As far as can be judged from the sketch given of it in the catalogue, the instruction appears thorough in these various lines.

As one important aid in this instruction in the sciences, the university possesses a valuable philosophical and chemical apparatus. Among the apparatus is a Ruhmkorff's coil, made by Richie, capable of giving a nine-inch spark, with a superior six-prism spectroscope, with automatic movement, by Browning, of London. There is also under the charge of the professor of geology an extensive mineralogical and geological cabinet; and among the mathematical and astronomical instruments an achromatic telescope of 6 feet focal length, equatorially mounted.

The project for a union of the university and the several denominational colleges of the State in an arrangement for federate and related training, which was noticed in the last report of the Bureau, was favorably spoken of by the governor in a message to the last general assembly. Under a resolution of the assembly, approved March 2, 1874, a commission of five eminent civilians and divines was appointed to perfect a plan for the proposed unification and report to the assembly at its next session.

ATLANTA UNIVERSITY, ATLANTA.

This college, with preparatory, normal, and collegiate departments in operation, and with plans for the eventual extension of its sphere, stands on a broad platform, is meant to be Christian, but not sectarian, and offers its advantages to either sex, without regard to sect, race, color, or nationality. Its position in this respect makes it a marked object in a State where slavery recently prevailed and where social distinctions of race are still very generally maintained. On the one hand, a committee appointed by the legislature to visit and inspect the college reported so favorably on the happy working of the system, as well as of the excellence of the discipline and instruction, that by a vote of 189 to 2 a bill making an appropriation of \$3,000 annually towards its support was passed by the lower house, received the sanction of the upper one, and became a law in 1874. On the other hand, the State superintendent of instruction, while admitting candidly that the instructors in the institution are well qualified for their work, apply themselves assiduously to the thorough execution of it, and are furnishing, from time to time, a considerable supply of the best teachers that have entered the public colored schools, recommends the repeal of the act making the appropriation, on the ground that although social equality between the races is not taught formally at the college, it is taught by example, in the most effective way, and must eventually work trouble in the State. The matter awaits the action of the legislature.*

* It is understood, though not from an official source, that the usual appropriation was made by the legislature.

MERCER UNIVERSITY, MACON.

Baptist; retains the old college arrangement of four successive classes in the classical course, with a scientific course extending through three years. Students may, however, with the approbation of the faculty, be admitted to a partial or irregular course, on the application of their parents or guardians, with the understanding that they must attend daily as many studies and recitations as are prescribed in the regular classes. The fixedness of the old curriculum is thus united with something of the flexibility of the more recent plan of schools for special studies.

BOWDON COLLEGE, BOWDON.

Non-sectarian; has also a regular course, but certificates of proficiency in studies pursued may be granted to such students as have not finished the prescribed course.

EMORY COLLEGE, OXFORD.

Methodist Episcopal Church South; presents, too, four successive classes in its regular course, with a scientific course of three years, any student in which may take up Latin or Greek in place of some other study.

COLLEGES FOR WOMEN.

In this State, 13 institutions claim this rank, and 13 of them, by State authority, can confer degrees. The total of instructors in the whole number was, for 1874, including teachers in preparatory departments, 102; of preparatory students, 388; of regular collegiate students, 1,020; of those in partial courses, 25; while 19 post-graduate students are pursuing advanced studies. Total of students in collegiate department, 1,064. In 10 of these institutions there are libraries of from 250 to 5,000 volumes; in 16, vocal and instrumental music are taught; in 12, drawing; in 9, painting; in 13, French; in 5, German; in 1, Italian also. In all, there are 11 laboratories, 10 sets of philosophical apparatus, and 3 gymnasiums, while 2 report also cabinets of natural history.

Statistics of universities and colleges, 1874.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fee.	Receipts for the last year from State appropriation.	A aggregate amount of scholarship-funds.	
Atlanta University.....	5	....	45	18	\$100,000	.....	.....	\$200	\$3,000	.....	2,590
Bowdon College.....	4	....	23	45	5,600	.....	.....	2,500	.....	.....	600
Christ's College.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Emory College.....	7	0	55	100	70,000	\$21,000	\$1,500	5,000	0	\$10,000	*7,000
Mercer University.....	6	.....	145	150	150,000	150,000	12,500	.....	.....	.....	*11,000
University of the State of Georgia.	15	1	.....	266	224,000	369,000	29,329	8,500	0	0	*19,000

* Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC SCHOOLS.

The State College of Agriculture and Mechanic Arts, in connection with the university at Athens, includes the three departments of agriculture, engineering, and applied chemistry. Every student entering the college is required to pursue fully a four years' course in at least one of these departments, in order to his graduation as bachelor of science or bachelor of engineering, and to pursue an additional course of one year, to receive the degree of civil, mechanical, or civil and mining engineer. Those who wish to do so may, however, take a partial course in certain selected studies, and receive, at the expiration, a certificate stating the time spent at college and the progress made. Any one may, also, in addition to the studies of a regular course, attend any of the schools of the university for which he may be prepared. A new laboratory for this college, costing \$25,000, is the gift of the city of Athens.

The North Georgia Agricultural College, a branch of the State college, and, like it,

in connection with the university, is located at Dahlonega, in the building formerly used by the United States Government as a mint. It was organized and opened January, 1873, and, by agreement of the trustees, a portion of the annual income derived from the national land grant is appropriated to its support, thus rendering it a department of the University of Georgia. No special age or qualifications are made necessary for admission here, and the course appears to be of lower grade than in the one at Athens.

PROFESSIONAL SCHOOLS.

The law school of the University of Georgia has, besides the chancellor, a professor of law, a lecturer on medical jurisprudence and one on parliamentary law. The course of studies in this school may be completed in one year, but it is a year without vacations, the full twelve months being considered as short a time as can be employed to make a respectable preparation for the bar. The degree of bachelor of law is given on satisfactory completion of the regular course.

The Medical College of Georgia, being the medical department of the University of Georgia, at Augusta, has a faculty of 11 professors and instructors, with 1 year in its course and 16 weeks in its scholastic year—a brief training for a most responsible profession. The Atlanta Medical College has a course of 2 years, with 17 weeks in its scholastic year; that of Savannah also one of 2 years, with 16 weeks to the year.

Theology is taught to some extent in Mercer University, at Macon; in Atlanta University, at Atlanta, and in the Clarke Theological Seminary; in the last two mainly to students of the colored race, who either have no access to the regular theological schools or no means to attend them.

Statistics of schools for scientific and professional instruction.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	
SCHOOLS OF SCIENCE.									
Georgia State College of Agriculture and Mechanic Arts.	11	....	91	4, 5	\$27, 000	\$243, 000	\$17, 010	\$200	16, 000
North Georgia Agricultural College	4	....	402	3	80, 000	45, 000	3, 500	350	1, 000
SCHOOL OF THEOLOGY.									
Augusta Institute.....	2	0	60	.....	8, 000	.....	.....	.....	283
SCHOOL OF LAW.									
Law department University of Georgia.	3	....	15	1	.....	.....	.....	700	600
SCHOOLS OF MEDICINE.									
Atlanta Medical College.....	11	....	140	2	25, 000	0	0	3, 700	300
Medical College of Georgia, (University of Georgia.)	12	....	.....	.....	60, 000	.....	.....	3, 140	5, 000
Savannah Medical College	12	....	13	2	40, 000	0	0	800	4, 000

SPECIAL INSTRUCTION.

GEORGIA INSTITUTION FOR EDUCATION OF THE DEAF AND DUMB, CAVE SPRING.

The trustees of this school, in the latest report received from it, speak encouragingly of the success attained in the instruction of the inmates, and especially of that in the industrial department. Under the good management of the instructor here, who is himself a deaf mute, the pupils have made such satisfactory progress in shoe-making that some of the more advanced do work comparing well with what is done in the great cities, and thus, besides securing for themselves a useful trade, are able to supply the institution with the shoes required for all within it. The establishment has 5 teachers and 26 male and 25 female pupils.

It is recommended by the principal that the school term, at present 6 years, should be made 7 years; that an additional term of 3 years be allowed to those who prove

themselves competent, intellectually and morally, to profit by it; that a department for teaching articulation be added to the existing ones, it being thought that perhaps a tenth of the pupils may profit much by it; and that there should be introduced additional trades, better furniture and apparatus, gas instead of candles, and proper systems of drainage and ventilation.—(From sixteenth annual report and report of the State commissioner, table 6.)

GEORGIA ACADEMY FOR THE BLIND, MACON.

Not meant to be merely an asylum, but, as its name implies, an institution for the education of the blind, this academy gives, in its literary department, instruction in all the branches of English commonly taught in the public schools. In the musical, vocal and instrumental music are taught in connection with the piano, organ, guitar, violin, and flute. In the industrial, the pupils are trained to handicraft-occupations and are taught trades by which they can earn a livelihood.

The indigent blind of the State—if of sound mind, free from bodily disease, and of good moral character—are taken in without charge for board and tuition, and, even if too old to enter the school, are allowed the opportunity to learn such handicrafts as may aid them in obtaining a support. To those able to contribute means for their education, the charge is graduated from a maximum of \$250 to such smaller sum as their circumstances will enable them to pay.

The receipts for 1873, almost wholly from State appropriations, were \$15,115.37; the expenditures for support, \$11,200; for fence and repairs, \$3,060; leaving an unexpended balance of \$915.37.

Seven instructors in 1874 had under them 21 male and 30 female pupils, making a total of 51.—(From twenty-first annual report and Table 6 of annual report of State commissioner.)

OBITUARY RECORD.

FRANCIS A. LIPSCOMB.

Prof. Francis A. Lipscomb was born in Montgomery County, Alabama, July 26, 1845, and died at Auburn, Ala., March 8, 1874.

He entered the University of Georgia as a freshman in his fifteenth year. In July, 1866, he graduated, with the honors of the university, and in August, 1866, left Athens for Europe, where he spent two years and three months in travel and study at the most renowned seats of learning in Germany. Not long after, he was elected adjunct professor of ancient languages, and subsequently was called to the chair of belles-lettres, which he held till his death. It is given to few men of his time of life to exercise the influence which he exercised over the minds and hearts of his fellow-men. This influence was due to the rare combination of beautiful qualities which he possessed in addition to remarkable intellectual power, careful culture, and varied accomplishment. He had the keenest sensibility to everything which addressed his feelings and imagination, with the calmest and most dispassionate judgment, a devotion to principle constant and uncompromising, while he had the utmost charity towards the frailties and errors of others, extreme gentleness and forbearance in dealing with opinions, even when they differed most widely from his own, while firmness in asserting his convictions was ever equally marked and gave to his character an individuality striking and attractive. And all these great qualities were presided over, tempered, blended, and harmonized by the benign spirit of Christianity, forming a character of uncommon excellence and beauty. From his boyhood physically feeble, a long confinement in Camp Chase during the war gave him a shock from which he never fully recovered. The arduous duties of his chair, discharged but too assiduously, precipitated the disease of which he died, although as long as it was possible for him to work he abated no effort, neglected no duty. As a professor in the university, he achieved pre-eminent success, communicating his own enthusiasm and love of knowledge to his pupils, and winning the confidence and respect of all his colleagues.—(Southern Christian Advocate, April 15, 1874.)

LIST OF SCHOOL OFFICIALS IN GEORGIA.

Hon. GUSTAVUS J. ORR, *State school commissioner, Atlanta.*

STATE BOARD OF EDUCATION.

Name.	Post-office.
His excellency James M. Smith, governor.....	Atlanta.
Hon. N. C. Barnett, secretary of state.....	Atlanta.
Hon. W. L. Goldsmith, comptroller-general.....	Atlanta.
Hon. N. J. Hammond, attorney-general.....	Atlanta.
Hon. Gustavus J. Orr, State school commissioner.....	Atlanta.

List of school officials in Georgia—Continued.

COUNTY SCHOOL COMMISSIONERS.

County.	Commissioner.	Post-office.
Appling	Lewis Thomas	Holmesville.
Baker	Thomas W. Fleming	Newton.
Baldwin	John Hammond	Milledgeville.
Banks	T. C. Chandler	Homer.
Bartow	T. E. Smith	Cartersville.
Berrien	James F. Goodman	Nashville.
Bibb	R. M. Zettler*	Macon.
Brooks	Charles D. Campbell	Quitman.
Bryan	A. G. Smith	Eden.
Bullock	Stephen H. Kennedy†	Statesboro'.
Burke	A. H. A. Bell	Waynesboro'.
Butts	E. E. Pound	Indian Springs.
Calhoun	J. J. Beck	Morgan.
Camden	F. F. Adams	St. Mary's.
Campbell	J. W. Beck	Fairburn.
Carroll	Samuel A. Brown	Bowdon.
Catoosa	D. W. Williams	Ringgold.
Charlton	James W. Leigh	Centre Village.
Chatham	W. H. Baker*	Savannah.
Chattahoochee	C. N. Howard	Cusseta.
Chattooga	W. T. Irvine	Summerville.
Cherokee	James W. Hudson	Canton.
Clarke	Emory F. Anderson	Watkinsville.
Clay	R. E. Kennon	Ft. Gaines.
Clayton	Robert Logan	Jonesboro'.
Clinch	H. D. O'Quin	Lawton.
Cobb	William F. Groves	Marietta.
Coffee	James M. Wilcox	Douglas.
Columbia	Jerry T. Smith	Appling.
Colquitt	B. E. Watkins	Moultrie.
Coveta	R. E. Pitman	Sharpsburg.
Crawford	John W. Ellis	Knoxville.
Dade	James C. Taylor	Trenton.
Dawson	D. E. Smith	Dawsonville.
Decatur		
De Kalb	E. A. Davis	Decatur.
Dodge	James Bishop	Eastman.
Dooley	O. P. Swearingen	Vienna.
Dougherty	L. E. Welch	Albany.
Douglas	John C. Bowden	Salt Springs.
Early	Joel W. Perry	Blakely.
Echols	J. P. Prescott	Statenville.
Effingham	Samuel S. Pittman	Springfield.
Elbert	Augustus Bailey	Elberton.
Emanuel	Josephus Camp	Swainsboro'.
Fannin	J. F. Adams	Morganton.
Fayette	Samuel T. W. Minor	Fayetteville.
Floyd	M. A. Nevin	Rome.
Forsyth	Isaac S. Clement	Cumming.
Franklin	Lemuel N. Tribble	Carnesville.
Fulton	Jethro W. Manning	Atlanta.
Gilmer	E. W. Watkins	Ellijay.
Glascok	Seaborn Kitchens	Gibson.
Glynn	Stephen C. De Bruhl	Brunswick.
Gordon	H. C. Hunt	Calhoun.
Greene	James A. Thornton	Union Point.
Gwinnett	J. L. King	Lawrenceville.
Habersham	Thomas J. Hughes, sr	Clarksville.
Hall	H. S. Bradley	Gainesville.
Hancock	W. H. Bass	Sparta.
Haralson	Thomas Philpot	Buchanan.
Harris	Joel T. Johnson	Hamilton.
Hart	C. A. Webb	Hartwell.
Heard	John J. Bledsoe	Franklin.
Henry	Q. R. Nolan	McDonough.
Houston	D. M. Brown	Perry.
Irwin	James Fletcher, jr	Irwinville.
Jackson	G. J. N. Wilson	Jefferson.
Jasper	W. R. Berner	Monticello.
Jefferson	David G. Phillips	Louisville.
Johnson	James Hicks	Wrightsville.
Jones	Davis W. Lester	Haddock, M. and A. R. R.
Laurens	W. S. Ramsay	Dublin.
Lee	William H. Baldy	Starkville.
Liberty	John B. Mallard	Walthourville, No. 4. A. and G. R. R.
Lincoln	C. R. Stother	Lincolnton

* Superintendent of schools for city and county.

† Has been elected, but has not, as yet, been commissioned.

‡ Vacancy caused by resignation of Hon. D. McGill is at present unfilled.

List of school-officials in Georgia—Concluded.

County.	Commissioner.	Post-office.
Iowee	A. J. Bessent	Valdosta.
Lumpkin	R. F. Sitten	Dahlonega.
Macon	B. A. Hudson	Oglethorpe.
Madison	John M. Skinner	Danielsville.
Merion	W. A. Singleton	Buena Vista.
McDuffie	R. H. Pearce	Thomson.
MacIntosh		
Meriwether	Alonzo H. Freeman	Greenville.
Miller	P. C. Wilkin	Colquitt.
Milton	Thomas L. Lewis	Alpharetta.
Mitchell	James H. Powell	Camilla.
Monroe	Andrew Dunn	Forsyth.
Montgomery	John L. Matthews	Mt. Vernon.
Morgan	W. H. Cocroft	Madison.
Murray	S. H. Henry	Spring Place.
Muscogee	N. G. Oattis	Columbus.
Newton	H. T. Shaw	Oxford.
Oglethorpe	Thomas H. Dozier	Winterville.
Paulding	L. J. Spinks	Dallas.
Pickens	A. P. Mullinax	Jasper.
Pierce	A. M. Moore	Blackshear.
Pike	A. P. Turner	Milner.
Polk	T. L. Pittman	Cedartown.
Pulaski	G. R. McCall	Hawkinsville.
Putnam	J. B. Reese	Eatonton.
Quitman	Joel E. Smith	Hatcher's Station.
Rabun	F. A. Dieckley	Clayton.
Randolph	Thomas A. Coleman	Cuthbert.
Richmond	A. H. McLaws	Augusta.
Rockdale	J. C. Barton	Conyers.
Schley	John N. Hudson	Ellaville.
Scriven	W. L. Matthews	Ogeechee.
Spalding	H. E. Morrow	Griffin.
Stewart	W. H. Harrison	Lumpkin.
Sumter	William A. Wilson	Americus.
Talbot	W. G. Warthen	Talbotton.
Taliaferro	Henry D. Smith	Crawfordville.
Tatnall	John Hughey	Reidsville.
Taylor	Julius Gardner	Butler.
Telfair	Alexander McDuffie	McRae.
Terrell	L. M. Lennard	Dawson.
Thomas	O. D. Scott	Thomasville.
Towns	W. R. McConnell	Hiawassee.
Troup	John E. Toole	La Grange.
Twiggs	A. E. Nash	Griswoldville.
Union	Thomas J. Butt	Blairsville.
Upson	J. C. McMichael	Thomaston.
Walker	D. C. Sutton	La Fayette.
Walton	G. A. Nunnally	Monroe.
Ware	Burrell Sweat	Way Cross.
Warren	A. S. Morgan	Warrenton.
Washington	Horatio N. Hollifield	Sandersville.
Wayne	A. Clark	Jessup.
Webster	John T. Stapleton	Preston.
White	J. J. Methoin	Cleveland.
Whitfield	W. C. Richardson	Dalton.
Wilcox	John A. Tomberlin	Abbeville.
Wilkes	F. T. Simpson	Washington.
Wilkinson	Franklin Chambers	Irwinton.
Worth	J. M. C. Holamon	Isabella.
City of Atlanta	Bernard Mallon, superintendent of city schools.	Atlanta.
City of Columbus	George M. Dews, superintendent of city schools.	Columbus.

* Vacancy caused by death of S. W. Wilson is at present unfilled.

ILLINOIS.

STATISTICAL SUMMARY.*

SCHOOL-FUND.

Amount of available school fund.....	\$6,573,784 00
Increase of permanent fund in the school year.....	191,556 00

Receipts.

From State tax.....	1,021,971 00
From local tax.....	5,658,183 00
Total from taxation.....	6,680,154 00
Interest on permanent funds, including rents of school lands.....	659,931 00
From other sources.....	553,456 00
Total.....	7,893,591 00

Expenditures.

For sites, buildings, and furniture.....	1,009,960 00
For libraries and apparatus.....	39,244 00
For salaries of superintendents.....	63,856 00
For salaries of teachers.....	4,634,622 00
Miscellaneous or contingent.....	1,113,276 00
Total.....	7,865,682 00

Expenditure per capita of school population.....	5 60
Expenditure per capita of pupils enrolled.....	7 82
Expenditure per capita on average attendance.....	13 73

	1873.	1874.
POPULATION.		
Estimated present population of the State.....		3,000,000
Number of persons under 21 years of age.....	1,339,634	1,444,141
Number of persons from 6 to 21 years of age.....	909,994	938,878
ATTENDANCE.		
Number of male pupils enrolled.....	338,702	350,082
Number of female pupils enrolled.....	313,636	321,693
Total number of pupils enrolled.....	654,309	671,775
Average daily attendance.....	351,504	383,334
Per cent. of enrollment to school census.....		71
Per cent. of average daily attendance to school census.....		40
Per cent. of average daily attendance to enrollment.....		57
TEACHERS.		
Number of male teachers.....	8,767	9,036
Number of female teachers.....	11,992	12,093
Total number of teachers.....	20,775	21,129
Highest monthly wages of male teachers.....	\$277 77	\$330 00
Highest monthly wages of female teachers.....	211 11	220 00
Lowest monthly wages paid male teachers.....	15 00	15 00
Lowest monthly wages paid female teachers.....	10 00	9 00
Average monthly wages of male teachers.....	47 44	48 19
Average monthly wages of female teachers.....	32 56	33 46
SCHOOL DISTRICTS AND SCHOOLS.		
Whole number of school districts.....	11,361	11,285
Number in which schools were sustained 5 months or more.....	10,989	11,011
Number having schools less than 5 months.....	213	157

* From report of Hon. Newton Bateman for 1873-'74, pp. 1-14.

	1873.	1874.
SCHOOL DISTRICTS AND SCHOOLS—Continued.		
Number having no schools	142	126
Number of free public schools	11, 648	11, 646
Average number of months schools were sustained	6.59	6.80
Number of graded schools	762	754
Number of public high schools	106	116
Number of school-houses built during the year	376	341
Total number in the State	11, 323	11, 434
PRIVATE SCHOOLS.		
Number of private schools reported	420	541
Number of male pupils in private schools	17, 180	25, 236
Number of female pupils in private schools	17, 521	.....
Total number of pupils	34, 701	51, 022
Reported number of teachers in private schools	894	1, 355
NUMBER OF ILLITERATES OF SCHOOL AGE, AND CAUSES FOR SUCH ILLITERACY.		
Negligence of parents and guardians	3, 876	3, 025
Indigence	350	216
Mental incapacity	353	344
Defective hearing, speech, or vision	180	187
Physical incapacity, invalids, cripples, &c	133	161
Truancy	102	46
Want of opportunity, no schools or remoteness	606	179
Foreigners	77	119
Cause not specified	363	467
Total number of males	3, 455	2, 681
Total number of females	2, 544	2, 063
Grand total	5, 999	4, 744

ELEMENTARY INSTRUCTION.

ILLITERACY AND NON-ATTENDANCE.

The statistics in respect to illiteracy are given as reported by the boards of school directors, upon whom the duty of their collection and return is imposed by law; but Superintendent Bateman does not consider that the figures given represent the actual condition of facts, but, on the contrary, believes the real amount of illiteracy to be much greater than thus indicated. The boards of directors, it is stated, failed to make exact reports, except in comparatively few instances, and in some entire counties no report whatever was made.

The superintendent renews his recommendation, made in the last biennial report, that those who have the control of children as parents or guardians should be required by appropriate legislation to see that such children have the opportunity to acquire a good elementary education, either by sending them to the public schools for the necessary period or by providing for them, and securing to them some other equal educational facilities. A sufficiently strong argument in favor of such action, he thinks, is offered by the statistics of attendance upon public schools. It will be seen that, of the whole number entitled to attend in 1874, 29 per cent. did not attend at all, only 40 per cent. were in daily attendance, while but 50 per cent. of those enrolled were in daily attendance. The allowance to be made for those attending private schools is so small, comparatively, as not materially to change these figures.—(State report, pp. 3, 4.)

COLORED CHILDREN AND THE PUBLIC SCHOOLS.

The constitution of the State enacts that the general assembly shall provide a thorough and efficient system of free schools, whereby *all* children of the State may receive a good common school education. The question whether separate schools shall be provided for colored children, or whether there shall be the same schools for all, is one of very secondary importance, and should never be permitted to disturb the peace and harmony of any school district or community. Decisions of the supreme courts in Ohio and New York have substantially settled that the fourteenth amendment to the Constitution does not prohibit the establishment of separate schools for the colored

race, where such is the will of the people. But, says the superintendent, the real difficulty is in school districts and communities where there are not enough colored children for a separate school. There are a great many such districts in the State, containing from one to ten each of colored children of school age. These must be admitted to the same schools with the other children. There is no other recourse; they cannot be deprived of school privileges, while to incur the expense of a separate school for three or four, or even for five or six, colored children would, in the language of the supreme court of the State, be "a fraud upon the tax-payers of the district, any one of whom has a right to interfere to prevent the public funds from being squandered in such a reckless, unauthorized manner." The superintendent gives this decision of the court in full, and then remarks that it is "repugnant to the practice in the case of graded schools of placing all the colored children together in one room of such graded school, regardless of their respective attainments, while the other scholars are assigned to different rooms, according to their respective attainments; because, by such a course, the colored children lose all the benefits of the graded system of schools, and hence do not have equal facilities of instruction. The opinion applies to all cases except where a district contains colored children enough for one school and white children enough for another, and the directors in good faith provide a separate school for each, making the facilities for instruction entirely equal."

The diversity of views among the people of the State on this subject is apparent in replies received by the State superintendent to a circular of inquiry addressed by him to county superintendents, asking for facts and results, as well as opinions as to the best course to be pursued. Out of 77 counties reporting, there were in 10 no persons of color to be educated; in 41, colored children attended the same schools as white; in 10 the colored children were in separate schools; in 16 some were in separate schools, while others attended the same as the whites; in 30 counties no objections to the co-attendance of the races are reported, public sentiment being, with unimportant exceptions, favorable thereto; and from 27 counties trouble of a more or less serious nature is reported. Some of the superintendents speak of the good results of co-attendance and advise that it be made obligatory. Others, including some from counties where co-attendance is the rule, express the opposite opinion in strong terms.

There is a general disposition to acquiesce in the provisions of the school law and the opinions of the courts in relation to this matter, even where the dominant public sentiment is decidedly adverse to those provisions and rulings. Comparatively few cases of wilful injustice and wrong to colored children by refusing to make any provision for their education have been reported to the superintendent during the past year. The improvement in this respect he thinks has been marked.—(State report, pp. 43-50.)

TOWNSHIP DISTRICT SYSTEM.

The most serious drawback to the realization of the best results from the system of common schools in this State, next to the want of a supply of competent teachers, is believed to be the plan of small, independent school districts, a plan which requires six times more districts than there should be, with the liability at any time of having the number indefinitely increased. Under this system there are 30,000 more school officers than there is any necessity for, rendering it impossible, in many cases, to fill the positions with competent men. It requires 14,000 local school elections every year, with as many more to vote on local school questions, entailing upon the people unreasonable burdens. It discourages the formation and endowment of large school districts by the perpetual insecurity of district boundaries. It erects barriers against that facility of transfer and mutual interchange of school privileges essential to the convenience of parents and children and to the realization of the full benefits of the public schools; and by its segregation and isolation of small independent districts it prevents the general adoption of the graded system of schools, through which alone the best results of any system of common schools can be realized. In a word, this feature of the system is cumbrous, unwieldy, expensive, inefficient, vexatious in details, and unsatisfactory in results. The superintendent, therefore, again recommends such a change in the law as will constitute each congressional township of six miles square a school district, each to have but one school board of about five members, and that all independent school districts, and boards of school districts as now constituted, be abolished.—(State report, pp. 61-74.)

EDUCATION IN THE RURAL DISTRICTS.

The superintendent devotes considerable attention to a consideration of the best means to be used in order to improve the ungraded country schools, a question which he says concerns a very large majority of all the school-going youth of the State.

"Leaving out of view the many exceptional cases," he says, "it may be broadly affirmed that the educational facilities afforded in the cities and towns, as a whole,

are superior to those afforded in the country districts, in respect to all the essential elements that enter into and constitute excellence—to the teachers, the organization, courses of study, buildings and equipments, length of terms, and internal economy." The causes of this are obvious: As a rule, the city and village teachers are better qualified and better paid; and not only is this the case, but, as a general thing, the schools are in session nearly twice as long annually as they are in the country. Thus, even if the wages paid in the country were equal to those offered in cities and towns, the time of service being only about half as long, the pecuniary reasons for change would lose but little of their force. As a rule, too, the standard of qualifications demanded of city teachers is higher than that exacted in the country districts. There are also strong attractions for teachers in the more spacious and well-appointed buildings of the city, the more complete internal equipments, and the superior system of organization, grading, &c., the greater means afforded there for personal improvement and rational enjoyment, as lyceums, literary associations, public lectures and readings, concerts, and other entertainments, as well as professional meetings of teachers for conference, discussion, criticism, lectures, and other helps to professional improvement. These and other causes conspire to draw the best teachers from the rural districts to the cities and populous towns, steadily operating to improve the schools of the latter, which, it is remarked, are generally good and efficient, well organized, well graded, well taught and managed, and well supervised, while those in the rural districts are, as a whole, deficient in nearly all of these essential particulars.

The first and most important step towards the improvement of the schools, the superintendent believes, would be the abolition of the present district system and the substitution of the township system. The prevalence of small weak districts, with the liability of their being made still smaller and weaker every six months, together with the utter uncertainty and instability of district boundaries under the existing system, and the consequent impossibility of carrying into effect any wise and comprehensive plans for the permanent organization of the schools—these seem insuperable obstacles to the realization of anything like what is desirable. He thinks, however, that if the people of the rural districts would avail themselves of the privilege afforded by the act now in force, in respect to the establishment of township high schools, it would greatly contribute to the improvement of all the schools adopting that course.—(State report, pp. 51-61.)

UNIFORMITY OF SCHOOL-BOOKS.

Referring to the effort being made to secure a uniformity of text-books by amendment to the school-law, the superintendent gives reasons for his belief that such a law would be unwise. "The best judgment," he says, "of many of the country's oldest and safest counselors in public school affairs is opposed to it. Evil consequences have invariably ensued, sooner or later, in States that have fully tried the experiment." Among other reasons against such a policy, it is urged that it must place in the hands of one man, or of a single board or commission, the enormous responsibility of determining what books shall be used in all the public schools of a great State—a responsibility which should not be devolved upon any one man or small number of men, however honest, intelligent, and capable, while the consequences of intrusting it to unintelligent or untrustworthy persons would be deplorable indeed. The new law, moreover, instead of accomplishing the main object professedly in view—a diminution of expense—would in the end inevitably increase the aggregate cost of school-books to the people. In addition to the large expense at the outset, consequent on the change, the subsequent cost of the books would be enhanced as a result of the virtual monopoly enjoyed by the publishers whose books were chosen. It is hoped that the present plan, whereby boards of education and of school directors are left free to determine, each for itself, what text-books shall be used in the schools under their charge, will not be disturbed. The evils and disadvantages connected with it are not so great, it is asserted, as those that would grow out of the creation of gigantic school-book monopolies, based upon the exercise of arbitrary and almost irresponsible official prerogatives and powers.

UNIFORMITY OF STUDIES.

An effort to secure something like a uniformity of studies in the lower schools is being made by the gradual introduction of a course of study for ungraded district schools, adopted by the State association of county superintendents. Without any special designation of text-books, this paper, after indicating the appliances necessary for the school-room and the outfit that should be possessed by pupils, goes on to indicate with great precision the work to be attended to in the first four grades, concluding with a programme of exercises for morning and afternoon. There is a greater flexibility in this scheme than in those adopted by authority in California and Maryland, with much of the clear instruction as to methods which marks the courses put forth some time ago for the Kansas public schools. It is not understood to be imposed authoritatively on any school, but recommended for adoption as a means of unifying instruction throughout the State.

ELEMENTS OF NATURAL SCIENCE IN THE SCHOOLS.

The Illinois Schoolmaster of June, 1874, remarks editorially upon the advantage already apparent from that provision of the school law which requires an elementary knowledge of zoölogy and botany previous to the receipt of a first-grade certificate. "The State," it is remarked, "is alive with students of nature. The heaven that promises to leaven the whole is that new section of the law. True, but little has yet been accomplished, but the beginning of a great reform—the greatest ever made in our public schools—is at hand."—(State report, pp. 29-33.)

DISTRICT SCHOOL LIBRARIES.

The number of school districts having libraries was 877 in 1873, and only 843 in the next year. The additions to these libraries, too, amounting to 3,336 volumes in the former year, reached only 3,249 in the latter, while the whole number of volumes in the libraries sunk from 54,133 to 52,747, (State report, p. 3.) This is certainly to be regretted; for, though the selections for these treasuries of information have sometimes been injudicious, and a great amount of chaff has been mingled with the wheat, there can be no question that a well-selected set of books, discarding perishable trash and retaining works of permanent and standard value, affords for any neighborhood a means of improvement with which few others can be compared. One of the last official acts of Mr. Bateman was the publication of a carefully-prepared catalogue of books suitable for school district and town libraries. With such a catalogue, the formation of a really useful and improving library is easy.

COUNTY SUPERINTENDENTS.

While the duties, responsibilities, and liabilities of these county superintendents are defined, prescribed, and enjoined by law, as the constitution requires, their compensation, which the constitution declares shall also be prescribed by law, is in effect left to be determined by the respective county boards; and the result, as might be expected, is the greatest diversity of action on the part of those boards, and of course a like diversity of remuneration, reaching from \$1,200 down to \$100. Some counties do not prescribe the number of days of service, but leave it to the judgment and discretion of the superintendents; others allow a fixed salary in full for all services rendered, and these salaries range from \$300 in Cumberland and Kendall to \$1,000 in Warren and \$3,300 in Cook. The widest diversity of action prevails and an entire absence of any settled principle or rule of procedure. This state of things, it is remarked, ought not to continue; the office ought to be placed upon some just, definite, and settled basis. It is not wise or right to leave it to the fluctuations and ever-changing opinions and sentiments of county boards. The interests involved are too important to be subjected to such vicissitudes and uncertainties. The office is necessary. It has been immensely useful and beneficial in the past. No State school system is complete without it; the National Educational Association has so declared, and no intelligent student of State school systems, no prominent and experienced school officer or educator in this country, entertains a different opinion.

The school law, by many express provisions running through some thirty sections of the act, imposes and enjoins upon the county superintendent a great variety of duties, both general and special, to the performance of all of which he is held by the obligation of an oath and the penalties of a heavy bond, "conditioned that he will faithfully perform all the duties of his office according to the laws which are or may be in force." These duties and the compensation are required by the constitution to be prescribed by law. But another and a conflicting provision gives the county board power to say how many days the superintendent shall work, and by the exercise of this power any county board can make of no effect the law fixing the superintendent's compensation at \$4 a day. While the duties remain unchanged and unchangeable, the remuneration is subject to any reduction that the board may see fit to order. If the number of days designated by the board is not sufficient for the faithful performance of all the required duties, the superintendent must neglect some of them or perform them without remuneration, or resign. If he is forbidden to do any work at \$4 a day, he must neglect all the duties prescribed by law, perform them all without remuneration, or resign. He cannot neglect a duty prescribed by law without violating his oath of office and becoming liable on his official bond. It is submitted that this point should be definitely settled by the legislature, and that, while the county superintendency remains a part of the system, it should have a fair chance to do the best it can for the schools. If the time should come when the office is to be eliminated from the system as not essential to its best development and efficiency, it should be done by an act of the legislature rather than by a process of starvation.—(State report, pp. 13-26.)

*School work and compensation of county superintendents.**

	1873.	1874.
Number of different schools visited.....	7,975	3,821
Number visited more than once.....	1,632	493
Number not visited at all.....	2,468	7,063
Average number of hours spent in each school visited.....	3 h. 24 m.	3 h. 24 m.
Number of days employed in visiting schools.....	6,553	2,975
Number of days employed in examining teachers.....	4,479	3,820
Number of days employed in institute-work.....	753	831
Number of days employed in office-work.....	4,966	3,816
Number of days employed in other official duties.....	1,221	840
Whole number of days official service rendered.....	18,277	12,282
Number of public addresses delivered by county superintendents.....	359	293
Average compensation received by county superintendents.....	\$1,050 11	\$636 04

* State report, pp. 10, 11.

WORK OF A LADY SUPERINTENDENT.

The educational interests in Peoria County, according to the Illinois Schoolmaster, have been flourishing remarkably well under the care of the energetic and wide-awake county superintendent, Miss Mary W. Whiteside. Ten largely-attended and enthusiastic institutes were held, and, in addition to this regular work, there was held at Peoria, during the vacation, a drill for four weeks, at which 105 teachers were in attendance. It is mentioned, too, that in the spring of 1874 Miss Whiteside called a convention of all the county trustees and treasurers, when, on comparing notes, it was found that no two kept their books alike, and some hardly kept them at all. The result was the adoption of a uniform and excellent method of keeping treasurers' accounts. The standard of examinations has been raised; first-class teachers are called for; and this arouses an effort to secure a more thorough scholastic and professional preparation, which has resulted in doubling the attendance at the county normal school.—(Illinois Schoolmaster, Nov., pp. 371, 372.)

SCHOOL JOURNALS.

Illinois has two of these important adjuncts to educational influences: the Illinois Schoolmaster, small octavo, published at Normal, and the Chicago Teacher, large octavo, at Chicago. The former appears to be the organ of communication between the State superintendent and the teachers and school officers of the State. The latter aids in diffusing information as to the school system of Chicago. Both have many articles fitted to improve as well as interest the teachers among whom they circulate and to keep them informed of the progress of education in this country and abroad.

THE RETIRING SUPERINTENDENT.

A short sketch of the life and public labors of Hon. Newton Bateman, who has long exercised the superintendency in Illinois, is given by the Illinois Schoolmaster upon his retirement from the office. "Mr. Bateman's service in this position," says the Schoolmaster, "has been almost continuous since 1858, an intermission of but two years having occurred. In these fourteen years of labor at the head of the educational interests of the State, Mr. Bateman confirmed the promise of his earlier life of struggle and service in the cause of education, and more than realized the expectations of the teachers of Illinois who first nominated him for the superintendency. * * *

"In 1860 appeared the first of that series of masterly biennial reports that have placed their author in the first rank of educational writers. In these reports he grappled with the profoundest, and at the same time the most practical, questions relating to schools and school systems. As a teacher he has been eminently successful; but, when he came to the State superintendency, he did not confine himself to the mere matter of school work and organization, but reached forth and seized with skillful grasp the political and social relations of education.

"His services have been much in demand as a public speaker. During the year 1861-'62, he visited thirty-four counties, addressing the people on various educational topics and delivering altogether about one hundred addresses.

"Among the duties of this kind that have often been laid upon him is the addressing of college literary societies. His performances on these and similar occasions have been always good and sometimes grand. One of the most marked characteristics of his public speeches is that they are most elaborately and conscientiously prepared. No unfinished sentence, no crude thought, ever falls from him at such times.

"The records of the great educational movement of the country show that Dr. Bate-

man has had a hand in many important undertakings. He was one of a committee of three appointed by the National Association of Superintendents to memorialize Congress for the establishment of the Bureau of Education and to prepare a bill for carrying that measure into effect.

"In 1874 he was elected president of Knox College, in Galesburg, to enter upon duty in the spring of 1875. The college could hardly have made a better choice. He brings to the position a high reputation as a man and as an educator. He brings culture, extended, finished, thorough. He brings experience, long, varied, and successful. He brings a persuasive eloquence and a masterly power over the English tongue. He brings, too, what will be of immeasurable value to Knox, the sympathy and the hearty God-speed of the great army of free school teachers and of the true friends of education in the State."

"THE INCOMING SUPERINTENDENT,

Mr. Etter," says the same paper, (December, p. 405,) "brings to his work an experience gained by many years in the school-room.

"He was born in Pennsylvania in 1830, and is consequently in the prime of life. At the age of 14 he determined to educate himself. He attended a boarding-school at Twinsburg, Ohio, taught by Rev. Samuel Bissell, and subsequently the high school at Massillon, in the same State. Through the influence of Lorin Andrews, then principal at Massillon, he concluded to become a teacher. In carrying out this plan he entered Kalamazoo College, but before completing the course left to engage in teaching at Perrysburg, Ohio. From 1855 to 1861 he was principal of schools in Lacon and Galva, Ill.; then county superintendent of Henry County; and again principal at Kewanee and Bloomington. During his service here he received, in 1864, from Knox College, the degree of master of arts. He also served one term as president of the State Teachers' Association. Through these various stages he has made successfully the journey from the stumps of an Ohio clearing to the highest elective educational position in a great Commonwealth, where it may be hoped that a high measure of success will still attend him."

CITY SCHOOL SYSTEMS.

CHICAGO.

The schools of this city are under the control of a board of education, composed of 15 members, who are appointed by the mayor, confirmed by the council, and hold office for three years. The city superintendent is Hon. J. L. Pickard.

According to the report of the board for 1874, there were in Chicago in that year 39 public schools, comprising a high school, a normal school, 21 district schools, 3 grammar, and 13 primary. These schools occupied 50 buildings owned by the city, in which were 544 rooms. During the year ended June 26, 1874, the board had erected and furnished 4 new school-buildings, at an expense of \$127,824.50. In these 3,000 scholars can be seated. Two other new buildings, with accommodations for 1,500 more children, were in progress and to be completed by the opening of the fall term. These will make 11 new ones erected since the great fire in October, 1871, costing, in all, \$349,651.84, and seating 8,774 scholars.

The whole number of children taught in the schools for the year was 47,963, an increase of 3,572 over the preceding year; the average number belonging, 32,776; the average daily attendance, 31,010; the average number to each teacher in the whole, 58; to each in the high school, 33; to each in the normal school, 33; average cost per scholar, \$15.04.

The number of teachers employed at the close of the school year was 640, of whom 32 were gentlemen and 608 ladies. Of the school principals, 20 were gentlemen and 19 ladies. The salaries of teachers, \$500 to \$2,500; of principals, \$900 to \$3,000.

Two things are especially noteworthy here: First, that pupils are examined for promotion from one grade to another, not at set intervals, but whenever they have completed the work of their grade. Hence the charge of repression and discouragement often made against graded schools does not hold good in Chicago. Secondly, that discipline, by general concert of action, seems to be maintained without the rod. Corporal punishment is not forbidden, but, except in the case of two or three teachers, is not practiced in the schools. Appeals are made to the reason, good sense, and better feelings of the pupils, as well as to the innate readiness to submit to calmly-exercised authority; and the issue, Mr. Pickard says, has been that order is as good as ever before, obedience has been more prompt and cheerful, willful and malicious disobedience has been less frequent than in any previous year, and suspensions for misconduct have diminished under the trial. The first year of the experiment there were, indeed, many more cases of suspension than had been usual, but in this second year they were less numerous than in any preceding one in the whole history of the schools. Nine schools, enrolling more than 6,500 pupils, have had no case of suspension in the year, and 6, enrolling nearly 4,500, have had but one case each.

Honorable mention is deservedly made of three pupils, Lizzie I. Shoemaker, Mary E. Jones, and Hattie Peck, whose school-record shows that they have been without a mark for absence or tardiness for, respectively, 7, 8, and 9 years.—(Report of Superintendent J. L. Pickard for 1874.)

JOLIET.

Population, 12,030; children of school age, 3,552; has a board of school inspectors of six members, with a city superintendent; a school enrollment for 1873-74 of 2,437 pupils; average number belonging, 1,399; average daily attendance, 1,310; number of sittings in all the schools, 1,509. There were, in 1874, school-buildings, 8; teachers, 36, the last number an increase of 7 on the preceding year, while 3 of the school-buildings were remodeled and improved. The high school has both a classical and a scientific course; teachers' salaries, \$300 to \$600.—(Report of Superintendent Charles I. Parker for 1874.)

JACKSONVILLE.

Population, 11,000; children of school age, 3,473; has a board of education of four members, with a city superintendent. The enrollment in public schools for 1873-74 was 2,025; average number belonging, 1,198; average attendance, 1,142. Schools 7, including 4 ward schools, 1 seventh-grade school, 1 for colored children, and 1 high school. Teachers, 35, with salaries of from \$400 to \$600. Monthly examinations are made in the schools, and individual pupils and classes are promoted from time to time as circumstances demand, instead of being kept for a whole year in a grade, as formerly. This system is said to have been attended with gratifying results for the three years in which it has been tried.

In examining candidates for the high school this year a new plan was adopted, that of taking full account of a pupil's daily recitations and deportment during the year, as well as of his monthly examinations, so that the pupil's admission does not depend, as heretofore, on the result of one spasmodic effort, but rather on his general habits, character, and qualifications.

Corporal punishment has been but little used, and the effort has been made, with good results, to make the school-rooms cheerful and attractive with pictures, flowers, and other aids to good feeling and good taste. The softening and humanizing effect of this effort has been particularly observable in one school which used to be hard to manage. A free public library and reading-room have also aided greatly in interesting and improving the older pupils.—(Report of Superintendent D. H. Harris for 1874.)

PEORIA.

Population, about 25,000; children of school age, 9,816; has a board of education of 15 members, with a city superintendent. The enrollment for 1873-74 was 3,516; average number belonging, 2,461; average daily attendance, 2,301; pupils attending other schools, 1,500; enrollment in high school, in which there is both a classical and a scientific course, 153, which is 42 more than the preceding year; average daily attendance in high school, 107.

During the year two of the school-houses have been enlarged and improved, at an expense of \$23,000, giving about 400 more sittings for pupils, while others have been extensively repaired and made greatly more comfortable and useful.

The number of teachers in all the public schools was 60 in the last term of the year; their salaries from \$350 to \$2,000. The president of the board expresses the opinion that the salaries are not sufficient to keep the best teachers in the schools, and that the usage which pays a woman for the same work less than a man is beyond any admissible defense. A teachers' institute held each month has been found a means of great improvement to the teachers and has told upon the every-day work of the school-room.—(Report of Superintendent J. E. Dow for 1874.)

SPRINGFIELD.

Population, 21,000; has a board of education of 11 members, with a city superintendent. The enrollment in public schools for 1873-74 was 2,619; the average number attending, 1,902. The superintendent claims a higher percentage of attendance on the enrollment than in most cities of the country, as well as a remarkably small number of cases of tardiness.

The order in the schools, too, has been good during the year. No cases of severe or unusual punishment have been reported, while the suspensions have been very few. This is attributed partly to the possession of a set of teachers well qualified to exercise good discipline; partly to the tendency of good grading to induce good order.

In the schools of these different cities drawing and music seem to be generally taught. Evening as well as day schools were maintained during the winter in Chicago and Peoria.—(Report of Superintendent A. M. Brooks for 1874.)

TRAINING OF TEACHERS.

STATE NORMAL UNIVERSITIES.

The State Normal University, at Normal, says its president, Dr. Edwards, in his report to the State board of education, December, 1874, is a company of 530 pupils, divided into two broadly-distinguished groups. One group (and much the larger one) consists of those who occupy the position of State beneficiaries, and as such have signed a pledge to become teachers in the schools of Illinois. On this condition their tuition is furnished to them gratuitously. These constitute what is called the normal department of the university. The other group consists of those who, notwithstanding the intention of many of them to become teachers, prefer not to bind themselves by a pledge, or, in cases where there is no such unwillingness, of those who are either too young or too insufficiently advanced in studies to enter the normal department. Of these is composed the model school, which is divided into three grades. First is the high school, which furnishes a thorough fitting for the best colleges or an equally thorough preparation for business. Below this are the grammar and intermediate grades. In the economy of the institution, the model school is subsidiary to the normal department and is maintained for the sake of furnishing an opportunity for observation and practice in teaching. The present organization of the school is reported as much better and more complete than heretofore. The number of pupils in the group of State beneficiaries during the year 1874 was 448, while the model school numbered 316, making a total of 764. The number of persons actually engaged in teaching who had been students in this university was 669 in 1873 and 609 in 1874.

The museum of this university is said by the superintendent to be one of unusual interest and value, embracing nearly 140,000 specimens, valued at \$95,000.—(State report, pp. 121-150.)

SOUTHERN ILLINOIS NORMAL UNIVERSITY.

This institution, located at Carbondale, in Jackson County, was opened July 1, 1874. The building, which has been in course of construction for five years, is an elegant and commodious structure of the Roman-Gothic style of architecture. Its length from north to south is 215 feet, with two wings, one on each end, projecting to the front and rear 109 feet. Including the basement story and mansard roof, there are four stories. The basement is devoted to play-rooms, furnace-rooms, and recitation-rooms. The mansard roof story, which is 19 feet high, is occupied as a lecture-hall, and is capable of seating 1,200 persons. The elegant normal hall, 100 feet by 76 feet, will seat 500 students, and is now fitted with single desks and seats for 450. During the first term, which opened September 7 and closed December 4, 154 students enrolled themselves, among whom were two of African descent, for whose admission the law of the last legislature made a way. In the normal department there were 100 pupils and in the preparatory and model schools 54. It was not to be expected that all those in the normal should be prepared for their grade. Most of them, during the first term, were engaged in merely preparatory work. The aim of the faculty has been to carefully review the ground-studies, the common English branches. On the whole, the first term of the school is regarded as a decided success, notwithstanding that the times have been depressing and many of the more advanced who would otherwise have been pupils were driven to teach schools or engage in other employments.—(State report, pp. 151-185.)

COUNTY NORMAL SCHOOLS.

Two of these schools are in operation, one at Englewood, a suburb of the city of Chicago, in Cook County; the other in the city of Peoria, in Peoria County. Both have proved eminently successful and useful, greatly contributing to the number of well-qualified teachers in their respective counties. In other counties also the services of their graduates are in demand to a considerable extent. These schools bring the means of professional training to the very doors of the teachers where they exist and at a comparatively small cost. They are attended, for the most part, by those who could not or would not take the more extended and complete course provided in the State normal schools.

The Cook County normal school, since its organization in 1867, has instructed an aggregate of 564 pupils, of whom 170 have completed the prescribed course of study and received diplomas. The number in attendance during the fall term of 1874 was: in the normal department, 153; preparatory, 82; training, 63—total, 298. The design of the school is strictly professional, to prepare pupils in the best possible manner for the work of the school-room.

The Peoria County normal school has been organized six years. As is specified in the law authorizing the establishment of such schools, its sole purpose is to assist teachers in their preparation to teach. The aggregate attendance for each of the past two years has been 114. The average attendance for the year 1872-'73 was 50.7; for 1873-'74, 56.7. The number enrolled in 1874, at the time of the report, was 82. The appropriation for the school, exclusive of the cost of heating and janitor's service,

has never exceeded \$4,650 a year. According to the statement of its principal, Mr. S. H. White, the school seems to be accomplishing the purpose for which it was established; it is raising the standard of professional ability among teachers, and it has the growing confidence of the people.—(State report, pp. 186-193.)

NUMBER OF PUPILS IN NORMAL SCHOOLS.

The whole number of pupils in the various departments of the State and county normal schools is said by the State superintendent (State report, p. 12) to be 1,064. Nearly half of these, however, are in the preparatory and training departments of these schools, the total of those in the normal departments proper being 568. Adding to these such of the 82 in the Peoria County normal schools as are not explicitly separated from the lower grades, we may have about 600 in all as under direct training for teachership.

TEACHERS' INSTITUTES.*

	1873.	1874.
Number of institutes held	122	184
Aggregate days' continuance	643	898
Number of teachers attending	5,761	6,713
Number of lectures delivered	260	267
Amount appropriated by county boards	\$759 40	\$647 20
Number of counties in which held	62	73

* State report, p. 11.

OTHER NORMAL CLASSES.

In addition to the above-mentioned facilities for the training of teachers, six of the colleges of the State report normal courses, some of which are coincident with the college course and some independent of it.

STATE TEACHERS' CERTIFICATES.

The law in relation to State teachers' certificates has been in operation, with slight modifications, for fourteen years. It was the result of much previous discussion by the teachers of the State and was supposed to express their views and wishes. It had long been considered as unreasonable, if not an indignity, to demand of veteran teachers of tried ability and power a renewal of their professional license every two years if they remained in the same county or a fresh examination and licensure if they passed into a different county. The State certificate entitles the holder to teach in any county and school district of the State without further examination, and is valid for life, or so long as the personal and professional reputation of the teacher remains untarnished. During the years 1873 and 1874 there were twenty of these granted, ten each year. Four of these were received by ladies, two each year. It is considered, however, that the influence of this provision of the law upon the teachers of the State is not to be measured alone by the number of certificates granted. Its greatest power lies in the unconscious effect produced upon the many who have not yet ventured to appear as candidates, holding up a higher standard of professional excellence and reward to be attained, and thus awakening resolutions and impelling to efforts which are not lost even though they do not culminate in applications for the diploma. Since the passage of the law in 1861 authorizing them, there have been issued a grand total of 202 State certificates, 45 of which have been received by ladies.—(State report, pp. 107-121.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The number of public high schools in the State in 1873 was 106; in 1874 it was 116.

The school-law provides that, on a petition of fifty voters in any school township, an election for or against a high school may be held at the next ensuing election of trustees, and, if a majority of the votes be found to be in favor of a high school, it shall be the duty of the trustees to establish such a school at some central point, for the education of the more advanced pupils. In like manner, the voters and trustees of two or more adjoining townships, or parts of townships, may co-operate in the establishment and maintenance of a high school. The superintendent thinks that if the people of the rural districts would avail themselves more largely of the privilege afforded by this act, it would greatly contribute to the improvement of all the schools in the townships adopting such a course. "In fact," he says, "I do not know of any other measure authorized by the present law that would be so effective in that direction. High schools have as yet been established, under the provisions of the statute, in but few townships; but, wherever they have been established, the results, as far as I have information, are in the highest degree satisfactory."—(State report, pp. 2 and 75; school law, p. 13.)

PRIVATE SECONDARY SCHOOLS.

The report of Mr. Bateman (page 3) states that for 1873 there were 420 private schools making returns to him, with 34,701 pupils, and that in 1874 there were 541 such schools, with 51,022 pupils. How many of these are elementary and how many secondary does not appear.

One boys' school, 20 for boys and girls, and 8 for girls—29 in all—report to the Bureau of Education as secondary schools. These have a total of 206 teachers and 3,977 scholars, of whom 377 are said to be engaged in study of ancient and 835 in study of modern languages. The 1 school for boys and 20 for boys and girls report 184 pupils preparing for a classical collegiate course and 93 preparing for a scientific course. Those for girls make no return on this point. In 19 of these schools drawing is taught; in as many instrumental music, and in 13 vocal music. Ten have laboratories and 13 more or less philosophical apparatus, while 12 report libraries of from 50 to 3,000 volumes.

Besides these, 3 preparatory schools, not directly connected with the colleges, viz, Allen's Academy, Chicago; St. Francis Solanus's, Quincy; and the Winnetka Institute, Winnetka, report an aggregate of 24 teachers, 33 students preparing for classical course in college, 45 for scientific course, 59 for college course without further designation, and 120 other pupils. These schools have libraries of 2,000, 2,100, and 300 volumes, respectively, but only the second has a laboratory and cabinet of natural history. Neither reports any apparatus for philosophical illustration.

For the number of students in preparatory departments of colleges, see Table IX, at the close of this report.

BUSINESS COLLEGES.

Sixteen of these useful institutions, supplementing the lower school training and preparing for commercial life, report 72 instructors and 2,350 students—2,045 males and 305 females. Of these 135 are in German and 114 in French. The courses of the schools are from six months to two years and 10 of them have libraries of 20 to 2,000 volumes.

SUPERIOR INSTRUCTION.

There being in this State 24 universities and colleges, with 10 colleges for women, a few notes respecting such of these as have sent in their circulars are all that can be ventured on.

Abingdon College (Disciples) claims a special moral advantage in the fact that there has never been a licensed drinking-saloon in the pleasant little town of 2,000 people, beside which it is situated and from which it derives its name. Ladies and gentlemen are received alike into its various departments—preparatory, scientific, classical, normal, and commercial.

Augustana College (Swedish Evangelical Lutheran) is mainly engaged in the training of students for the theological seminary connected with it.

Blackburn University (Presbyterian) has a preparatory, a collegiate, an eclectic, a scientific, and a theological course. Young ladies are admitted to these courses on the same terms with young men, and receive the same honorary degrees on completion of the course engaged in.

Carthage College (Lutheran) offers them like advantages in its preparatory, normal, sub-freshmen, and collegiate classes, the last including scientific as well as classical.

Chicago University, (Baptist,) with terms of admission well up to the standard of the day, presents a classical, a scientific, a special astronomical course, and one in applied chemistry, while a ladies' course and English course give still further opportunity for choice. A law course has been also organized, with careful drill in declamation and debate. Besides the usual advantages for French and German study here, instruction is given to any that desire it in Spanish, Italian, and the Scandinavian languages. Dr. Lemuel Moss, D. D., has become president of the university, in place of Dr. Burroughs, resigned.

In addition to the regular preparatory department at Chicago, the Wayland Institute, of Beaver Dam, Wis., forms now a feeder of the university, and with great propriety, as Dr. Wayland was largely instrumental in the foundation of it.^a

^a Dr. Burroughs, late president, wrote, in 1874, a communication to the *Volante*, published by members of the university, giving the following account of Dr. Wayland's connection with its early history:

"On my way to Washington to secure the college site, I sought consultation with * * * Dr. Wayland. It was more than an hour's talk that Dr. W. gave the subject. For most of two days he continued the discussion of the merits and demerits of our project, examining the statistics of population of the States and Territories of the Northwest, the number and condition of the colleges, and especially the condition and prospects of Chicago, then rapidly rising into notice; and also the whole question of the work and influence of colleges, particularly as a means of religious advancement. * * * An important result of this interview was the gaining from Dr. Wayland not only assurance of his confidence in our enterprise, but also considerable encouragement that he would give it personal aid, at least to the extent of an annual course of lectures and counsel in the work of organization. Acting on this encouragement, the trustees, in June, 1857, elected him the first president of the university, with a vice-president to act in his absence. He declined the presidency on the ground of the growing infirmities of age, but in doing so expressed his hearty interest in the enterprise and proffered such assistance as he could render. As a trustee, though he was never able to meet the board, his counsels, communicated by letter, were of value."

Eureka College (Christian) admits women as well as men to its collegiate, normal, commercial, and music departments, while a Bible department appears to be for men alone. This college has the advantage of being beside a spacious grove of noble trees, as well as in a beautiful and healthy neighborhood.

Ewing College (formerly Ewing High School) is said, by the superintendent of Franklin County, to have graduated its first class in July, 1874, when five young men received the degree of A. B.—(Illinois Schoolmaster, September, 1874.)

Illinois College (Congregational) includes Whipple Academy as a preparatory department and the Jacksonville Business College as a commercial department. Ladies' names appear on the catalogue of the last-named, but not on those of the academy and college proper.

Illinois Wesleyan University, (Methodist Episcopal,) admitting both sexes, gives, like Eureka, ample opportunities for exercise on its own grounds in a fine campus of ten acres, adorned with young forest and ornamental trees, and is fortunate in having as its president Dr. Samuel Fallows, who brings to his position the large practical acquaintance with school affairs gained in his four years' incumbency of the State superintendency of Wisconsin.

Knox College (Presbyterian and Congregational) enjoys a kindred advantage in the presidency of Dr. Newton Bateman, long the distinguished head of the State school system of Illinois. A classical as well as a scientific course, a ladies' seminary, an academy, and a normal class are found here.

Lincoln University, (Cumberland Presbyterian,) overlooking the fine prairie country around Lincoln, admits both sexes to a preparatory, a classical, a Latin-scientific, a scientific, or a select course, including, as do several of the preceding colleges, music, when desired. A theological department has been also organized.

Lombard University (Universalist) says that students of either sex, of approved character and qualifications, may be admitted to any department or any class connected with it. It has a classical, a scientific, and a literary course. The lady students have a special boarding-hall.

McKendree College (Methodist Episcopal) has for its new president, in place of Dr. R. Allyn, elected to the Southern Normal University, Rev. John W. Locke, D. D., a graduate of Augusta College, Kentucky, in 1842, for three years president of Brookville College, Indiana, and for twelve years professor in the Indiana Asbury University. A classical and a scientific course, a law department and a commercial, offer here large opportunity for selection.

Monmouth College (United Presbyterian) has reorganized its preparatory department, and, besides the scientific and classical courses of the college, presents to its students a normal course for the senior year and an honor course, the former embracing the theory and practice of teaching and the science of education, the latter several studies additional to the ordinary or degree course. Success in the former entitles to a teacher's diploma as well as an A. B.; success in the latter, to special honors, proportioned to the advancement made. There is a department of music and one of art here, the last under the charge of a lady professor.

The Northwestern University, Evanston, (Methodist Episcopal,) has secured a son of Rev. Doctor Hatfield, of New York, as professor of chemistry, and has appointed, as professor of French in the university and dean in the Woman's College, Miss Soule, in place of Miss Willard, resigned.—(New York School Journal, December 12, 1874.)

Northwestern College, Naperville, (Evangelical,) has a German course, an English-German course, a commercial department, and an art department, in addition to the scientific and classical courses of the college. Its catalogue for 1873-74 gives the names of 405 male and female students.

The St. Ignatius College, Chicago, (Roman Catholic,) is for day scholars only, and St. Joseph's, (also Roman Catholic,) for ecclesiastical students only. Both are for males.

Shurtleff College, (Baptist,) with departments for both males and females, houses the latter in a separate building, the Kendall Institute. It has a classical, a scientific, a Latin, and a theological course.

Westfield College (United Brethren) has, with its classical and scientific classes, also classes in instrumental music, drawing, and painting, and a teachers' course for such as desire simply a sufficient preparation for teaching in the public schools. Both sexes admitted in all.

Wheaton College (Orthodox Congregational) presents a classical collegiate, a ladies' collegiate, and an English course, with instruction in music, drawing, and painting.

ILLINOIS COLLEGIATE ASSOCIATION.

Representatives from 8 of the prominent colleges of the State met in Bloomington, April 9, 1874, and organized an association, having for its object the holding of annual prize contests in oratory, one representative only from each college to appear for participation in such contests. An invitation was extended by the association to the colleges of Ohio, Indiana, Michigan, Iowa, and Wisconsin to organize similar associations and join this one in an inter-State collegiate convention.

COLLEGES FOR WOMEN.

Of institutions devoted especially to the superior instruction of young women, 9 make report of 170 instructors, 386 students in preparatory departments, 519 in regular college course, 36 in partial courses, and 4 post-graduates, making 559 collegiates. Of these institutions, 7 are authorized to confer degrees; all have libraries of 200 to 2,400 volumes, and in all music—vocal and instrumental—drawing, and painting are taught; in 8, French is added; in as many, German; in 1, Spanish, and in 1, Italian; 5 have museums of natural history; 7 have laboratories; 4, philosophical apparatus; and 6, gymnasiums.

Statistics of universities and colleges, 1874.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, build- ings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship-funds.	
Abingdon College.....	12	a2	85	50	\$50,000	\$20,000	\$1,500	\$3,500	.....	.....	6800
Augustana College.....	9	1	45	27	10,000	.....	1,000	0	.....	.....	7,000
Blackburn University*.....	13	4	141	116	90,000	90,000	8,500	.....	.....	.....	1,200
Carthage College.....	2	1	161	49	50,000	45,000	3,000	3,700	\$0	\$0	62,200
Chicago University.....	17	.....	160	71	700,000	.....	.....	6,000	.....	48,000	18,000
College of the Sacred Heart of Jesus.	7	.....	.....	50	.....	.....	.....	.....	.....	.....	.....
Eureka College.....	6	0	77	83	60,000	25,000	2,000	4,465	0	\$0	62,500
Hedding College.....	9	0	206	18	50,000	0	0	3,500	0	.....	61,203
Illinois Wesleyan University.....	15	3	350	149	150,000	90,000	5,000	4,434	0	0	62,400
Illinois College.....	12	3	61	39	190,000	135,000	11,500	4,500	.....	3,000	610,000
Knox College.....	6	0	187	42	150,000	102,000	10,000	5,600	0	0	67,700
Lombard University.....	11	.....	71	35	80,000	100,000	10,000	2,500	.....	.....	64,100
Lincoln University.....	12	1	332	54	475,000	834,000	.....	1,000	.....	.....	622,000
McKendree College.....	14	a5	102	139	80,000	30,000	3,000	4,000	.....	.....	67,500
Mendota College.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Monmouth College.....	17	.....	206	147	*40,000	.....	.....	.....	.....	.....	1,500
Northwestern University.....	27	2	403	212	*356,500	*648,612	*23,800	.....	.....	.....	*28,600
Northwestern College.....	11	.....	280	42	50,000	85,000	.....	.....	.....	.....	1,000
Shurtleff College.....	10	2	103	60	65,000	40,000	3,500	6,250	.....	3,308	610,000
St. Viator's College.....	14	.....	.....	200	.....	.....	.....	.....	.....	.....	1,000
St. Ignatius College.....	14	0	36	197	250,000	.....	.....	4,000	0	.....	9,000
St. Joseph's Ecclesiastical College.	8	.....	44	38	.....	.....	.....	.....	.....	.....	.....
Westfield College.....	9	.....	164	42	50,700	35,000	2,000	2,500	0	0	7475
Wheaton College.....	17	3	208	41	85,000	30,000	2,485	3,589	.....	.....	62,163

* From Report of Commissioner of Education for 1873. a Partially. b Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

ILLINOIS INDUSTRIAL UNIVERSITY.

This institution is now in its eighth year. Its catalogue for 1874 reported a faculty of 24 professors, instructors, lecturers, and assistants, and an attendance of 406 students. It also reports, as already organized and in actual operation, four colleges: that of agriculture, that of engineering, that of natural science, and that of literature and science. These colleges embrace 12 subordinate schools and courses of instruction, including a school of domestic science and art. Since the last biennial report of the State superintendent, a new university building, one of the most spacious, convenient, and complete on the continent, has been erected, and is now occupied by the several departments. A large physical laboratory has been provided with apparatus, at an expense of several thousand dollars. The library has continued to receive well-selected books, and now numbers about 10,000 volumes, forming one of the best collections of books in agriculture, in mechanical science and engineering, in architecture, and the natural sciences, to be found in the West.

The question has sometimes been asked, "Do the agricultural colleges teach agriculture?" Illinois, at least, may point to its agricultural college and reply in the

affirmative. Large classes have been and are engaged constantly in the study of agricultural science, both theoretical and practical; not book-farming, but a knowledge of the real nature of all true farming—of the great natural laws of the farm, and of all its phenomena, such as the chemistry of agriculture, the practical management of soils and fertilizers, the principles and practice of drainage, plant and orchard culture, veterinary science and stock-breeding, farm-mapping, agricultural book-keeping, rural architecture, rural economy, and law. The instruction unites, as far as possible, theory and practice, theory explaining practice and practice illustrating theory.

The following table presents, perhaps, all that need be said of other professional schools, as the great number of them in the State precludes the mention of each one with any satisfactory fullness of detail, while such mention of a few only might seem invidious to the remainder.—(State report, pp. 198-212.)

Statistics of schools for scientific and professional instruction.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	
SCHOOLS OF SCIENCE.									
Illinois Industrial University	25	---	408	4	\$630,372	\$319,000	\$56,150	\$0	10,060
Illinois Agricultural College.....	5	---	678	4	25,000	30,000	1,200	1,950	500
SCHOOLS OF THEOLOGY.									
Augustana Theological Seminary	3	1	12	2	---	---	---	---	---
Baptist Union Theological Seminary	5	---	60	3	90,000	100,000	9,000	---	5,000
Biblical department of Eureka College.....	6	0	33	2	---	---	---	---	---
Chicago Theological Seminary.....	7	5	44	3	103,000	207,319	18,038	---	5,500
Garret Biblical Institute	15	4	74	3	100,000	250,000	28,000	---	3,000
Jubilee College	1	---	---	4	---	---	---	---	3,000
Presbyterian Theological Seminary of the Northwest.....	6	4	26	3	200,000	150,000	13,000	---	8,000
Theological department of Shurtleff College.....	3	3	8	3	---	51,784	4,500	---	2,000
Theological department of Blackburn University.....	---	---	---	---	---	---	---	---	---
Wartburg Seminary.....	3	1	33	3	10,000	8,000	700	---	2,000
SCHOOLS OF LAW.									
Law department of Illinois Wesleyan University.....	4	---	31	2	---	---	---	---	---
Law department of McKendree College.....	1	---	---	2	---	---	---	---	---
Union College of Law	6	---	85	2	---	0	0	4,000	---
SCHOOLS OF MEDICINE.									
Chicago Medical College, (medical department Northwestern University.)	18	---	123	3	50,000	0	0	6,000	---
Rush Medical College	24	---	200	3	---	---	---	---	---
Woman's Hospital Medical College.....	16	---	18	2	3,000	0	0	800	56
Bennett College of Eclectic Medicine and Surgery.....	13	---	105	---	60,000	60,000	5,500	5,350	500
Hahnemann Medical College and Hospital of Chicago.....	14	---	92	---	60,000	---	---	6,500	0
Chicago College of Pharmacy	5	---	36	---	---	---	---	---	1,800

a Includes society libraries.

b Also 134 preparatory.

SPECIAL INSTRUCTION.

ILLINOIS INSTITUTION FOR EDUCATION OF THE DEAF AND DUMB.

The report of this school for 1874 speaks of it as having come to be, in respect to size, the third in the United States, with intellectual, domestic, and industrial departments thoroughly and systematically organized. The intellectual, in which are 15 instructors,

comprises subdepartments for instruction by means of signs, for instruction in articulation, and for instruction in drawing. The domestic, with 4 matrons, appears to concern itself mainly with the household arrangements necessary for the comfort of the inmates. The industrial, which has a foreman of the farm, foreman of cabinet-shop, foreman of shoe-shop, and foreman of printing-office, includes subdepartments for instruction in gardening, cabinet-making, shoe-making, printing, baking, and confectionery. Drawing, with a view to its use as a means of industrial occupation, has been introduced, and in some cases has developed quite a marked ability for improvement in this art.

Articulation, or lip-speech, has been for six years taught, as far as possible, and its advantages, as indicated by replies to inquiries of the principal, appear to have been considerable to pupils that have gone out into the world.

The number of pupils on the rolls of the institution, November 30, 1874, was 394; the number in actual attendance at that time, 342; instructors, including principal, 20.—(From twenty-fourth annual report.)

ILLINOIS INSTITUTION FOR THE EDUCATION OF FEEBLE-MINDED CHILDREN.

The report for the year ended November 30, 1874, gives the receipts for that year as \$26,082.18, the expenditures as \$25,981.59; leaving a balance of \$100.50. The attendance for the school term, including day's board furnished pupils in vacation, was equivalent to 107, at an average cost to the State of about \$230 per capita; certainly a small amount for training almost helpless outcasts to be useful in some fair degree to multitudes of families to whom they had been previously a burden and a care. At the close of the year 103 were present, while of 34 removed 14 had been qualified to earn a living by their labor, 12 had learned to read and write and were somewhat familiar with geography and arithmetic, 2 were transferred to the State Institution for the Deaf and Dumb, and 2 dismissed on account of epilepsy. The list of the studies pursued by these poor children is quite remarkable, embracing most of those in the lower common schools; while out of school hours the girls are exercised in household duties, such as washing dishes, sweeping, making beds, and ironing, the boys being employed out of doors in cutting wood, doing garden work, &c., the chief aim being to develop a capacity for useful occupation.

EDUCATIONAL ASSOCIATIONS.

STATE TEACHERS' ASSOCIATION.

The twenty-first annual meeting of the State Teachers' Association was held in Chicago, December 29-31, 1874. The attendance was good and the meeting was a profitable one. The topics which elicited special interest were the "Relation of high schools to colleges;" "Are we not sacrificing the English language to mathematics and the sciences?" "Conditions of learning and teaching;" "The true idea of the American college," "Language culture," and the "Public schools of Prussia." It being the twenty-first anniversary of the association, addresses were made by several of the old members. The testimony was uniformly to the effect that great progress has been made in all directions in matters educational since the organization of the association.

SOCIETY OF SCHOOL PRINCIPALS.

In the winter of 1863-'69, the principals of schools in the large and populous county of La Salle, with others in adjacent counties, readily accessible by lines of railroads crossing that county, met frequently on Saturdays for consultation on important points connected with their work. They found opportunity for closer analysis of principles, for more thorough investigation of the practical working of methods, for more intimate comparison of personal experiences, and a more thorough testing of results than could usually be reached in the mass-meetings of the miscellaneous educators of the State. These local meetings attracted such attention and drew in so many from other counties that it was deemed advisable to give the organization a wider field. Accordingly, at a meeting held at Aurora, July 6-9, 1869, a State society, to meet annually, was organized, and three days were spent in earnest discussion upon educational topics. A marked characteristic of these meetings has been the pushing beyond details and systems to the principles which they were to embody. There has been apparent a growth in liberal conception of elevating, ennobling, and christianizing forces outside the school-room, a sinking of self and of preconceived opinions in the devotion to truth and in the search for the best modes of developing independent, sound thinking among those growing up. The association has been the means of marked gain to the spirit and the vigor of educational efforts.

In the meeting for 1874 such important topics as examinations, truancy, the relations of the pulpit to education, the connection of training classes with graded schools, and the value of reference libraries were discussed with much ability. Several very valuable papers read at this meeting may be found in the Illinois Schoolmaster for August, 1874.

STATE ASSOCIATION OF COUNTY SUPERINTENDENTS.

This body was organized about ten years ago as a means of promoting the efficiency of county school supervision, of securing greater unity of action in the several counties in respect to all the more important requirements of the school law, and of cultivating that personal acquaintance so desirable among those engaged in the same sphere of duties. All of these objects have been accomplished to an encouraging extent. The meeting of 1874 was held in Chicago, December 28 and 29. A noteworthy feature of this occasion was the participation in the proceedings by several ladies, five of whom were county superintendents of schools. It will be remembered that in 1873 ten ladies were elected to this office. The State superintendent believes that they acquitted themselves with credit.

ASSOCIATION OF NATURAL HISTORY.

This is a new and promising enterprise set in operation in connection with the museum of the State Normal University, and chiefly through its accomplished curator, Prof. S. A. Forbes. Its full title is The School and College Association of Natural History for the State of Illinois, and its purposes, as declared in the constitution of the society, are: (1) To collect, study, and exchange specimens in natural history, and to contribute to a natural history survey of the State; (2) to form a State museum; (3) to obtain for the schools with which its members are connected suitable cabinets of specimens for study and reference; (4) to encourage and assist the rational study of nature by the pupils of our schools. Any teacher, principal, or superintendent of a high school, academy, seminary, or college in the State may become a member by signing the constitution, as may any other person specially devoted to the study of natural history. It is made the duty of each member to collect and prepare objects of natural history in his own locality and to encourage similar work by all under his control, to transmit the specimens so obtained to some point to be designated by vote of the association, to receive and care for all specimens returned in place thereof, to hold these for the school or college with which he may be connected, and to transfer them to his successor in it.

Twenty members of the association were enrolled at its organization and 21 were subsequently added, making a total of 41, representing 3 colleges, 2 academies, and 33 public schools. Sixteen of these institutions have made report of work done, and some others have promised active service, while the idea of association for such purposes has awakened extensive interest and favorable observation.—(State report, pp. 143-150.)

OBITUARY RECORD.

PROFESSOR JOSEPH HAVEN, D. D., LL. D.

Prof. Joseph Haven, D.D., LL. D., a notable divine, author, and educator, born in 1816, at North Dennis, Mass., died of typhoid fever, at Chicago, Ill., on Saturday, May 23, 1874.

The son of a Congregational minister on Cape Cod, his mind was early developed by reading and intelligent association in his home. He was at ten years old sufficiently prepared for the somewhat narrow freshman studies of those days to be able and desirous to enter college. The college laws would not admit this, however, and he had to wait till he was 15, when he entered himself as a student at Amherst, which had been his father's alma mater. At 19 he graduated with high honor; taught for two years at the Deaf and Dumb Institute, New York; studied theology for three more years at Andover, Mass.; and then became, successively, minister of a parish in Ashland and pastor of a church at Brookline, in the same State. While yet a student at Andover, he had prepared and published an elaborate review of Paley's *Natural Theology*, which attracted much attention, and now he signalized his pastorate by publishing an able and searching review of Dr. Bushnell on the Trinity. This showed such power that Amherst sent after her young graduate an urgent invitation to come back to her as professor of mental and moral philosophy in 1850. He went, filled with ability the chair for eight years, and, out of the lectures to his classes, prepared his well-known works upon the sciences of which he was the teacher.

In 1858, attracted by a call to the chair of theology in the then new Congregational Theological Seminary at Chicago, he relinquished his professorship at Amherst and threw himself into the active life of the great rising city of the West. Twelve years of this life exhausted him, and in 1870 he had to seek recuperation in travels through Europe, Egypt, and Palestine. Returning in 1871, he added to his other work lectures on metaphysics to the senior class of Chicago University; on philosophy, to the Philosophical Society of Chicago, of which he was the president; and on English literature, to a class in the Christian Union of that city. It was from exposure in attendance on these classes that he took a cold which resulted in his death, just after he had been elected to the professorship of mental and moral philosophy in the Chicago University.

As an educator, Dr. Haven had great power. His clear conceptions, earnest convictions, and decided expression of his views gave him command over the attention of his classes and enabled him to mold them to his will. His works on mental and moral science, published in 1858 and 1861, have had extensive circulation, and are largely used as text-books in our higher schools and colleges, while his activity of mind continually effloresced in contributions to the *Bibliotheca Sacra* and other reviews on important topics in philosophy and theology. A volume of these had been collected and published not long before his death, and the variety and value of the articles embraced in it show how wide had been his studies and how deep were his investigations.

DOCTOR JAMES V. Z. BLANEY.

Dr. James V. Z. Blaney, an eminent physician and chemist of Chicago, and professor of chemistry in Rush Medical College, of Chicago, died December 10, 1874. Respecting him no further particulars than the above given have been received.

LIST OF SCHOOL OFFICIALS IN ILLINOIS.

Hon. S. M. ETTER, *State superintendent of public instruction, Springfield.*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Adams	John H. Black	Quincy.
Alexander	Mrs. Phoebe A. Taylor	Cairo.
Bond	Samuel G. Duff	Pleasant Mound.
Boone	Mrs. Mary E. Crary	Belvidere.
Brown	James P. Amonett	Mt. Sterling.
Bureau	Jacob Miller	Princeton.
Calhoun	Israel J. Varner	Hamburg.
Carroll	James E. Millard	Lanark.
Cass	John Gove	Ashland.
Champaign	S. L. Wilson	Champaign.
Christian	Robert W. Orr	Taylorville.
Clark	Perry A. McKain	Marshall.
Clay	George W. Smith	Louisville.
Clinton	Philipp Bottler	Trenton.
Coles	Allen Hill	Hutton.
Cook	George D. Plant	173 East Randolph street, Chicago.
Crawford	Presley G. Bradberry	Robinson.
Cumberland	Thomas C. Killie	Greenup.
De Kalb	Horace P. Hall	Sycamore.
De Witt	Miss Mary S. Welch	Clinton.
Douglas	Samuel T. Callaway	Tuscola.
Du Page	Charles W. Richmond	Naperville.
Edgar	Rufus S. Cusick	Paris.
Edwards	Levinus Harris	Albion.
Effingham	Owen Scott	Effingham.
Fayette	Benjamin F. Shipley	Vandalia.
Ford	R. N. Gorsuch	Paxton.
Franklin	George C. Ross	Benton.
Fulton	Vincent M. Grewell	Ipava.
Gallatin	Thomas J. Cooper	Shawneetown.
Greene	Mrs. Catherine L. Hopkins	Carrollton.
Grundy	John Higby	Gardner.
Hamilton	John P. Stelle	McLeansboro.
Hancock	William Griffin	Carthage.
Hardin	Marshall Rose	Elizabethtown.
Henderson	James McArthur	Olena.
Henry	Benjamin F. Barge	Geneseo.
Iroquois	David Kerr	Gilman.
Jackson	L. H. Redd	De Soto.
Jasper	Calvin S. James	Newton.
Jefferson	John D. Williams	Mt. Vernon.
Jersey	William H. Lynn	Jerseyville.
Jo Daviess	Robert Brand	Galena.
Johnson	Thomas G. Farris	Vienna.
Kane	Charles E. Menn	St. Charles.
Kankakee	Miss Nettie M. Sinclair	Kankakee.
Kendall	John R. Marshall	Yorkville.
Knox	Miss Mary A. West	Galesburg.
Lake	John P. Manchester	Waukegan.
La Salle	Rinaldo Williams	Farm Ridge.
Lawrence	F. W. Fox	Bridgeport.
Lee	Daniel Carey	Rochelle.
Livingston	M. Tombaugh	Odell.
Logan	James G. Chalfant	Lincoln.
McDonough	John M. Dunsworth	Colchester.
McHenry	William Nickle	Ringwood.
Macon	Simon P. Nickey	Oakley.

List of schol officials in Illinois—Concluded.

County.	Superintendent.	Post-office.
Macoupin.....	John S. Kenyon.....	Carlinville.
Madison.....	A. A. Suppiger.....	Highland.
Marion.....	James W. Primmer.....	Sandoval.
Marshall.....	Charles S. Edwards, jr.....	Sparland.
Mason.....	Solomon M. Badger.....	Mason City.
Massac.....	Henry Armstrong.....	Metropolis.
McLean.....	John Hull.....	Bloomington.
Menard.....	Kenyon B. Davis.....	Petersburg.
Mercer.....	Miss Amanda E. Frazier.....	Viola.
Monroe.....	William H. Hillyard.....	Chalain Bridge.
Montgomery.....	Francis Springer.....	Hillsboro'.
Morgan.....	Henry Higgins.....	Jacksonville.
Moultrie.....	James K. P. Rose.....	Sullivan.
Ogle.....	Edward L. Wells.....	Oregon.
Peoria.....	Miss Mary W. Whiteside.....	Peoria.
Perry.....	John B. Ward.....	Du Quoin.
Piatt.....	C. J. Pitkin.....	Monticello.
Pike.....	James W. Johnson.....	Pittsfield.
Pope.....	James A. Rose.....	Golconda.
Pulaski.....	William M. Hathaway.....	Caledonia.
Putnam.....	James H. Seaton.....	Hennepin.
Randolph.....	Peter N. Holm.....	Evansville.
Richland.....	John J. Coons.....	Olney.
Rock Island.....	Mansfield M. Sturgeon.....	Rock Island.
St. Clair.....	John B. Gwillin.....	Belleville.
Saline.....	Barnett L. Hall.....	Raleigh.
Sangamon.....	Patrick J.ourke.....	Springfield.
Schuyler.....	William A. Clark.....	Huntsville.
Scott.....	Rufus Funk.....	Exeter.
Shelby.....	John Stapleton.....	Oconee.
Stark.....	Alonzo B. Abbott.....	Bradford.
Stephenson.....	Johnson Potter.....	Davis.
Tazewell.....	Michael E. Pomfret.....	Hopedale.
Union.....	Joseph H. Samson.....	Jonesboro'.
Vermillion.....	Charles V. Guy.....	Danville.
Wabash.....	James Leeds.....	Friendsville.
Warren.....	James B. Donnell.....	Monmouth.
Washington.....	Samuel C. Page.....	Nashville.
Wayne.....	Francis M. Woolard.....	Fairfield.
White.....	Ahart S. Harsha.....	Carmi.
Whitesides.....	Orrin M. Crarey.....	Lyndon.
Will.....	Mrs. Sarah C. McIntosh.....	Joliet.
Williamson.....	Augustus N. Lodge.....	Marion.
Winnebago.....	Mrs. Mary L. Carpenter.....	Rockford.
Woodford.....	William H. Gardner.....	Panola.

INDIANA.

STATISTICAL SUMMARY.

The following statistics are from the report of Hon. Alexander C. Hopkins, State superintendent of public instruction, for 1873-'74, pp. 11-41, with Statement VI.

SCHOOL FUNDS, 1874.

The state of these funds at the beginning of the year, together with the increase during the year, are concisely exhibited in the following statement:

Common school fund.

Non-negotiable bonds	\$3,904,783 21
Amount held by counties, June, 1873.....	2,341,257 12
Additions by fines from clerks of courts.....	35,247 82
Additions by fines from justices of the peace.....	23,643 89
Additions from other sources.....	3,105 53

Total common school fund.....	\$6,313,247 57
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Congressional township fund.

Amount in June, 1873.....	\$2,289,183 76
Additions from sale of lands.....	6,594 87
Value of 13,453 acres of unsold lands.....	102,293 40

Total congressional township fund	2,398,072 03
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Total school fund	8,711,319 60
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SCHOOL REVENUE, 1874.

Receipts.

By the State:

From general taxation.....	\$1,013,463 42
From interest on common fund.....	173,542 19
From liquor licenses.....	350 00
From unclaimed witness fees.....	8,438 09
From State's interest on bonds	234,257 00
From other sources.....	63,516 87

Total State receipts.....	1,493,597 57
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By the counties:

From State apportionment.....	\$1,487,332 53
From interest on congressional township fund	172,209 82
From local taxation.....	551,785 74

Total county receipts.....	2,211,328 09
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The items of expenditure to be opposed to these receipts do not appear in the State report, except \$73,413.49 paid trustees for managing educational affairs, and \$775,517.33 for school-houses erected during the year.

SCHOOL POPULATION, 1874.

Number of white males between 6 and 21 years old	333,274
Number of white females between 6 and 21 years old.....	312,005

Total number of white children.....	645,279
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Number of colored males between 6 and 21 years old.....	4,786
Number of colored females between 6 and 21 years old.....	4,674

Total number of colored children	9,460
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Whole school-population.....	654,739
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Increase over 1873.....	14,407
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SCHOOL ENROLLMENT AND ATTENDANCE, 1874.

Number of pupils enrolled in schools.....	\$489,044
Number of pupils in average daily attendance.....	311,272
Average number enrolled for each school district.....	53
Average daily attendance for each district in which school was taught.....	34

SCHOOL DISTRICTS, SCHOOLS, ETC., 1874.

Total number of school districts in the State.....	9,158
Total number in which schools were taught.....	9,105
Total number in which schools for colored children were taught.....	53
Number of district graded schools, (5 less than in 1873).....	161
Number of township graded schools, (48 more than in 1873).....	110
Number of school-houses.....	9,139
Estimated value of school-houses, including grounds, seats, &c.....	10,015,324 48
Estimated value of school apparatus, globes, maps, &c.....	358,298 10
Total estimated value of school property.....	10,373,622 58

New school-houses erected within the year.....	479
Estimated value of these.....	775,517 33
Number of private schools taught in public school-houses*.....	1,122

TEACHERS AND TEACHERS' PAY.

Number of male teachers employed, 1874, in primary schools.....	7,363
Number of female teachers employed, 1874, in primary schools.....	5,292
Total in primary schools.....	12,655
Number of male teachers in high schools, 1874.....	223
Number of female teachers in high schools, 1874.....	127
Total in high schools.....	350

Average pay of male teachers in primary schools per month.....	\$41 60
Average pay of female teachers in primary schools per month.....	36 20
Average pay of male teachers in high schools per month.....	88 00
Average pay of female teachers in high schools per month.....	54 40

EDUCATIONAL AIDS.

Number of township teachers' institutes held in the year.....	4,592
Number of volumes in township libraries.....	265,029
Number of volumes added during the year.....	1,341
Number of volumes taken out during the year.....	72,302

ELEMENTARY INSTRUCTION.

THE WORKING OF THE COUNTY SUPERINTENDENCY.†

The act of March 8, 1873, providing for county superintendents of schools, instead of county examiners, having been threatened with reversal, the State report for 1874 goes into an examination of the worth of the new agency and shows that, as a means of improving education, increasing attendance on the schools, and saving to the school fund moneys which had previously been lost, it abundantly deserves retention.

As an educational agency it is shown to be of value, thus: (1) The visitation of schools under it is more systematic and effective than under the former system. The county examiner was, indeed, required to visit schools with a view to the improvement of them; but there were two restrictions on the efficiency of this visitation. He need only go as often as he thought it to be expedient for him to do so, and the county commissioners might also limit him to any number of days they pleased. The county superintendent, on the contrary, must visit each school of his county in succession, at least once a year; must see that it is provided with the needful educational appliances; must look after its discipline, plan of instruction, uniformity of text-books, and proficiency of pupils; and must get monthly reports from the teacher of the condition and progress of the school. (2) The information obtained under it respecting the schools

* With apparently 931 teachers and 25,523 enrolled pupils, these schools appear to be continuations of the teacher's work after the regular public schools had completed their term.

† State Report for 1874, pp. 26-30.

is, by means of these visits and reports, much more satisfactory than it used to be, while teachers and schools are incited to greater diligence and care, from the knowledge that they are to be inspected and that full returns of their condition must be made. (3) The standard of teaching, too, is elevated from the fact that the county superintendent looks after the formation of township teachers' institutes as well as county teachers' associations, presiding in these at least once a year, conducting the exercises, and doing all within his power to bring teachers to a sense of their responsibilities and to acquaintance with the most efficient modes of work.

As an economical agency, moreover, its value is proved by the fact that while the whole cost of county superintendents for the seventy-seven counties heard from has been \$63,002.73 for the year past, these seventy-seven superintendents have saved to the school revenue \$62,694.32, by examination of the dockets of county officers and reclamation of fines, forfeitures, &c., due that revenue, but not paid over according to the law. They have thus almost entirely paid their salaries by this item of additional work alone. And as they have done each, on an average, ninety days' work in visiting schools and conducting institutes not previously done by the examiners, \$36,800, the State superintendent thinks, may be fairly set down as the value of that item to the schools and to the State. Nor is this all. They have increased the school enrollment by 25,840 names within the year and the average attendance on the schools by 17,421 pupils. This item is held to be worth to the State \$93,802.80. Thus the account, as footed up, stands for the year:

Saved by examining dockets and reclaiming fines, &c.....	\$62,694 32
Labor performed by superintendents not required of examiners.....	36,800 00
Value of increased average attendance	93,802 80
Total	193,297 12
Deduct cost of county superintendents above examiners.....	36,568 16
Balance in favor of county superintendency	156,728 96

COUNTY BOARDS OF EDUCATION.

These boards are a creation of the new school law, and are composed of the township and school trustees of each county, with the county superintendent as president. They meet semi-annually at the office of the superintendent, on the first days of May and September, unless those days come on Sunday, in which case the meetings are held on Monday. A majority of the trustees constitute a quorum. It is the province of these boards to select the text-books for the county schools and to secure for each school a uniformity of text-books. During the first year of their existence the boards are said to have worked well, those of most counties having determined upon the books to be used, which are gradually being introduced into the schools. When thus introduced they are not to be changed for three years from the date of adoption, unless by unanimous vote of the members of a board.—(State report for 1874, pp. 30-31.)

EDUCATIONAL JOURNALS.

Two of these aids to education are published in this State, the *Indiana School Journal*, at Indianapolis, and the *Northern Indiana Teacher*, at South Bend, both monthlies, of small octavo size, and both supplying educational intelligence as well as papers to aid teachers in their work.*

SCHOOL-HOUSES.

In the year ended August 31, 1874, there were erected 479 new school-houses, valued at \$775,517.17. And yet there appears to have been a diminution of 167 in the whole number of school-houses in the State, the total for 1873 being 9,302 and that for 1874 only 9,135. No explanation of this is given by the superintendent; but from an examination of the tables it appears to be the result of a rapid demolition of perhaps small and old log, frame, and even stone school-buildings, in order to erect larger brick ones in their place. Thus there was a decrease of 179 in the number of log structures, of 140 in the number of frame, and of 5 in the number of stone, while the number of brick has increased by 157. This makes a total decrease of 167 in the year, but it is from the number reported as existent in 1873, while the number built ought apparently to make a total increase of 312, after subtracting the 167 from 479.

In the ten years since 1865 there has been an increase of 17 stone school-houses, of 677 brick, and of 1,887 frame, the log houses having in the same period run down from 1,123 to 279, a decrease of 849.

The value of school-property has in these ten years increased by 200 per cent., having gone up from \$3,827,173 to \$10,373,692.53. Great improvements are said to have been made in the construction of school-buildings, the comfort, convenience, and health of

* A third, the *Educationist*, large monthly octavo, published at Indianapolis, served the same good purposes during 1874, as well as in preceding years, but was consolidated with the first-named in the early part of 1875.

pupils being much more cared for than they used to be.* Many of the towns are erecting large and commodious structures for their schools, and the same spirit, caught up by the townships, is leading to not only better buildings but also more sightly and ornamented ground.—(State report, p. 35, and statement No. 6, pp. 17-19.)

TEACHERS AND TEACHERS' PAY.

From 1872 to 1874 there has been a decrease of 67 in the number of male teachers in the primary public schools and an increase of 476 in the number of female teachers in the same—total increase, 409, which seems to correspond pretty nearly to the increase of school population. The average wages of male teachers in these schools have meanwhile increased from \$39 per month to \$41.60; the average wages of females from \$29.80 per month to \$36.20, showing a greater growth in the estimate of the worth of women teachers than in that of men for primaries.

In the high schools, on the contrary, the male teachers have increased in number about in the same ratio with the female, while the wages of the former, though advanced from \$49.20 to \$54.40 per month, have not gone up in the proportion that they have in the lower schools.—(State report, pp. 37, 38.)

SCHOOL DISTRICTS AND SCHOOLS.

The number of school districts has increased since 1872 from 9,100 to 9,158. As stated in the statistics, schools were taught in 9,105 of these in 1874. In 96 of them were schools for colored children; in 161 were district graded schools; and in 110, township graded schools.

Under an act of March 8, 1873, the school trustees of a township and of a town, situated within it, can unite in the establishment of a joint graded school. Many such have been established, and are reported to be working well.—(State report, p. 39.)

SCHOOL ENROLLMENT, ATTENDANCE, ETC.

The scholastic population of the State, according to the enumeration made by township and county officers, has gone up from 631,539 in 1872 to 654,739 in 1874. The enrollment in schools has more than kept pace with this increase, being 489,044 in the latter year, against 459,451 in the former. The average daily attendance has in these two years grown from 295,125 to 311,272. This increase of attendance, better than for any corresponding period since the war, the superintendent attributes to the new system of county supervision, which not only stimulates the trustees in school districts to more active performance of their duties, but also acts directly upon teachers, children, and parents to induce a filling of the schools.

The average duration of schools in days has in the two years above mentioned somewhat diminished, 116 days having been the average time in 1872 and 113 in 1874, or 5.65 months in the latter year against 5.8 in the former. It is recommended in the report that an act be passed compelling trustees to levy sufficient taxes within their districts to enable them to extend the school term to six months.

The cost of the schools on the per capita of enumeration was, in 1872, \$5.64; in 1874, \$5.70; on the per capita of enrollment, \$7.60 in 1872 and \$9.02 in 1874; on the per capita of average attendance, \$12.02 in 1872 and \$14.17 in 1874.—(State report, pp. 40, 41.)

DRAWING IN THE SCHOOLS.

The superintendent says: "There are two great reasons why drawing should be taught in our public schools: first, because of its practical value to every child in point of culture and general usefulness; secondly, on account of its intimate relations to technical education, to manufacturing, and, indeed, to all industrial pursuits. Either of these two reasons is of sufficient importance to command the attention of those who seek to promote the intelligence and happiness of our people or the greater prosperity of our State in the development of her industrial interests. * * * Indiana, as much as any State in the Union, needs to look after these interests and needs to educate her children for the work that must either be done by them or done by some more skillful class imported from abroad to supply their places. Her wood, wool, minerals, and other rough materials are carried away to be manufactured into the commonest articles of daily use and are returned to the State as imported articles at enormous cost. The articles manufactured in the State are of the coarser and heavier kinds; the skill of our native workmen is limited through want of training, and our

* A Mr. Armstrong, trustee of Jefferson Township, Clark County, is reported by the county superintendent as having introduced a decided improvement in school ventilation. In two new school-houses erected under his direction, instead of the generally useless cold-air pipe, opening near the ceiling, he has the chimneys provided with two flues, the one to bear away the smoke and gases from the stove, the other, next to this and heated by it, to act as an air-pump for drawing off the bad air of the rooms through openings near the floor with which it communicates. To further aid the ventilation, a tube extends from the outside of the building to an opening beneath the stove, surrounded by drums in such a way that the fresh air coming through the tube, being directed upon the stove, is heated and introduced as warm pure air into the room. Thus heated, it of course rises, and, pressing from above, is all the time engaged in urging out, through the registers communicating with the hot-air flue, the heavier impure and chilled air that may be within.

labor is not, therefore, of the most profitable quality. That our system of education is, in this point, defective and that it needs such improvements as shall look, to the preparation of persons for skillful labor are no longer matters of question."—(State report for 1874, pp. 42-47.)

He therefore recommends that the one hundred and forty-seventh section of the act of 1865, as amended in 1867, be so amended as to include "drawing," and thus make it one of the common school branches of study.

DECISION AS TO THE RIGHTS OF COLORED CHILDREN.

The question of the right of colored children to admission to the schools intended for the white has been agitated in this State during most of 1874. An act of May 13, 1869, forming a part of the existing school-law, while providing for taxation of the people "without regard to race or color," provides also for the training of the colored children in separate schools, having all the rights and privileges of other schools. The judges of the superior court of Marion County decided in the spring, upon a case presented to them, that under both the constitution of the State and the fourteenth amendment of that of the United States this law was void till reasonably convenient separate schools, substantially equal in educational advantages, were provided for the colored children in the districts where they dwelt. Meanwhile they had a right to enter and attend white schools. The matter being carried up, on an appeal, to the supreme court of the State, that court, sitting at Indianapolis, reversed the decision of the lower court, and decided that, while colored people residing in the State could compel the providing for their children of equal educational advantages with those for the children of white citizens, they could not force their children into the white schools as long as the present State law should continue on the statute-book. The principal points ruled by the court were as follows:

"(1) The State cannot in the future, while a member of the Federal Union, change her constitution so as to create or establish slavery or involuntary servitude, except as a punishment for crimes, whereof the party shall have been convicted, thus protecting the new class of citizens—*i. e.*, negroes and mulattoes—from being again reduced to slavery.

"(2) The State cannot deny to nor deprive a citizen of the United States—*i. e.*, any negro or mulatto—of those national rights, privileges, or immunities which belong to him as such citizen.

"(3) The State must recognize as its citizen any citizen of the United States—*i. e.*, any negro or mulatto—who is or becomes a bona-fide resident therein.

"(4) The State must give to such—*i. e.*, to such negro or mulatto who is or who becomes a bona-fide resident therein—the same rights, privileges, and immunities secured by her constitution and laws to her other, *i. e.*, to her white, citizens.

"The legislature, under our State constitution as it existed without the limitation imposed upon the sovereign power of the State by the fourteenth amendment, as hereinbefore stated, had the power to provide for the education only of the white children of the State; but, since its ratification, no system of public schools would be general, uniform, and equally open to all, which did not provide for the education of the colored children of the State. It being settled that the legislature must provide for the education of the colored children as well as for the white children, we are required to determine whether the legislature may classify such children by color and race, and provide for their education in separate schools, or whether they must attend the same schools without reference to race or color. In our opinion, the classification of scholars on the basis of race or color and their education in separate schools involve questions of domestic policy which are within the legislative discretion and control, and do not amount to an exclusion of either class. In other words, the placing of the white children of the State in one class and the negro children of the State in another class, and requiring these classes to be taught separately, provision being made for their education in the same branches, according to age, capacity, or advancement, with capable teachers, and to the extent of their pro-rata share in the school revenue, does not amount to a denial of equal privileges to either, nor conflict with the open character of the system required by the constitution. * * * We are very clearly of the opinion that the act of May 13, 1869, is constitutional, and that, while it remains in force, colored children are not entitled to admission into the common schools which are provided for the education of white children."

CITY SCHOOL SYSTEMS.

The towns noticed below were the only ones from which printed reports had been received at the time this statement was made up. Returns from others may be found in the tables.

INDIANAPOLIS.

In 1871 the legislature passed a law conferring certain special privileges on cities of 30,000 or more inhabitants. Indianapolis was the only one that could avail itself of

the provisions of the act, and there nine school commissioners were elected under it in June, 1871, and were organized into a school board in the month following.* They have power: (1) To district the city for school purposes; (2) to levy taxes for the support of schools; (3) to levy each year one-fifth of a mill on each dollar for the support of a free library; (4) to make all needful regulations in regard to the organization and management of schools.

Under this board a superintendent of schools and four assistant superintendents are elected each year. Two of these assistants are men and two women. The men supervise the instruction in all grades below the high school down to the three lowest primaries, which last are under the two lady assistants. In addition to these five superintendents there is a supervisor of penmanship, one of music, and two of drawing. The result is said to be a remarkable uniformity of work in the respective grades, the poorer teachers being gradually brought up to the standard of the best and the scholars advanced proportionally.

A training school for teachers—wherein instruction in the theory of teaching is given for five months and in the practice of it under competent instructors for another five—has been in successful operation for several years and has afforded a partial supply of competent teachers for the primary and intermediate grades of schools.

The schools are divided into three classes: primary, intermediate, and high. Four years are required to complete the course in each of these, or twelve years for the entire course.

The average number of teachers employed in the year ended June, 1874, was 151, of whom 133 were females. In December, 1874, the number of teachers was 172, of whom 14 were in the high school. The number of pupils enrolled in the school year ended June, 1874, was 9,351. Of these 380 were in the high school.

Out of the tax of one-fifth of a mill on the dollar of taxable property, a library of 12,798 volumes was made available in April, 1873, and the number of volumes has been since increased to 14,560. The issue of volumes during the first year reached 101,231. With the library is connected a public reading-room, which receives regularly 110 different magazines and periodicals, and which is open to readers every day and evening in the week.—(Report of Superintendent Brown, State report for 1874, pp. 48-50.)

ELKHART.

School population, 1,383 in 1873; in 1874, 1,519. School attendance: pupils registered, 1,200; average number belonging, 815; average daily attendance, 756. Schools: primary, grammar, and high. In the primary, 825; in the grammar, 313; in the high, 62. Teachers, 18, including superintendent. Amount paid teachers and superintendent, \$7,650. Total incidental expenses, \$1,722.35. Total cost per scholar on average number belonging, \$15.75. School year, 180 days.—(From report of Superintendent J. K. Walts for 1873-74.)

GOSHEN.

School population, 1,152; number enrolled in schools, 892; average daily attendance, 555. Schools: primary, intermediate, grammar, and high. Teachers, 12, inclusive of superintendent. The schools of the city occupy four buildings, with nine assembly-rooms and 2 recitation-rooms: have a good course of studies, reaching up to German, French, and Latin in the high school; and in the higher grades have written examinations every Friday. Cost per scholar on average enrollment, \$7.57. School year, 190 days.—(From report of Superintendent D. D. Luke for 1873-74.)

SHELBYVILLE.

School population, 1,014; number enrolled in schools, 709; average number belonging, 515; average daily attendance, 464. Schools: primary, intermediate, grammar and high. Teachers, including superintendent and one German-instructor, 14. School year, 7½ months.

"Time has been saved and labor of teachers reduced and rendered more effective by conducting recitations and imparting instruction from topics written on the black-board by pupils. Thoughts thus presented to the eye are more clearly apprehended than when the appeal is only to the ear by questions.

"Much has been accomplished in the improvement of the teachers and the schools by meetings held in the last school hour of each week, and devoted to the study of mental philosophy and botany." Drawing has been attended to, but below the high school the advantages hoped for have not been realized, from want of sufficiently-skilled instructors.—(From report of Superintendent W. A. Boles for 1873-74.)

TERRE HAUTE.

School population, 6,329; whole enrollment in schools, 3,577; average number belonging, 2,543; average daily attendance, 2,360. Teachers, 59; average salary of

* Since increased to twelve members.

teachers, \$555.49. Whole cost of tuition per pupil, based on average number belonging and including incidental expenses and 6 per cent. interest on permanent improvements, \$17.67. School year, 200 days.

A very well arranged and thorough course is mapped out for these schools, including German, music, and drawing, and, in the high school, Latin also. Of the 91 that have graduated at the high school since 1866, 19 are employed as teachers in the schools, besides 4 others who went as far as the senior year.

In all these cities rolls of honor appear to have greatly stimulated attendance, proficiency in study, and general propriety of deportment.—(From report of Superintendent W. H. Wiley for 1873-'74.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL, TERRE HAUTE.*

The faculty of this important school embraces 9 instructors, including the president, while 4 others are employed as instructors in the model schools connected with it. The number of pupils from January 2, 1873, to December 22, 1874, was 401, of whom 187 were males and 214 females. The average age of pupils was 21½. Of the whole number, 327 had been trained in the common schools, 29 in high schools or academies, and 45 in colleges.

Two courses of study have been adopted: one elementary, including thorough instruction in the subjects required by law to be taught in the common schools, with such other instruction as is necessarily involved in a science of teaching; the other, more advanced, including all the subjects taught in the high schools of the State, and meant to prepare teachers for occupation in those schools. In this course special prominence is given to the study of the languages, especially to Latin and German.

The whole number of persons that have received instruction in the normal school since its organization in 1870 is 855. In the elementary course, 41 have graduated since the organization of the school. Of these, 9, after teaching for some time successfully in the lower schools, have returned to the institution, and are prosecuting the studies of the advanced course, to qualify themselves for the most responsible positions of the public school service.—(Report of president in State report for 1874, pp. 86-97.)

NORTHERN INDIAN NORMAL SCHOOL, VALPARAISO.

Organized in 1873, this institution, not under State control or patronage, presents in its second annual report to the Bureau the following account of itself: Number of resident instructors, 10; non-resident, 5. Years in course, 3. Weeks in scholastic year, 44. Volumes in library, 1,000, of which 100 are pedagogical. Number of educational journals and magazines taken, 30. Students, first term, 61; second term, 90; third, 172; fourth, 299; fifth, 325. How many of these are preparing for teaching and how many for other pursuits is not stated. Drawing and vocal and instrumental music are among the things taught, while the institution has at least the foundations of a chemical laboratory, a philosophical cabinet and apparatus, and a museum of natural history. Its graduates are to receive diplomas or certificates on completion of the course, but are not authorized to teach in the State schools without further examination.—(Special return to Bureau of Education.)

TEACHERS' INSTITUTES.

The several county superintendents are required to hold, or cause to be held, a county teachers' institute at least once a year in each county, the expense of conducting which comes out of the county treasury. Besides these, under a new supplement to the school law, at least one Saturday in each month during which the public schools are in progress is required to be devoted to township institutes or model schools for improvement of teachers, and two Saturdays may be so appropriated at the discretion of the township trustee of any township. The county superintendent must attend each township institute at least once in each year, presiding in it and conducting its exercises. At other times a teacher, or other person designated by the township trustee, is president. Of these institutes, 4,592 were held in the last school year, and, as attendance on them is made compulsory, except in case of sickness, the great majority of the teachers of the State are thus brought under process of training for improvement in their work.—(School law of 1873, pp. 30, 34, 56.)

* The Educationist, of Indianapolis, stated in its November issue that Mr. Chauncey Ross, of Terre Haute, had set apart \$100,000 from his large fortune as a fund the interest from which should be applied for the support and education of girls at this school. He is also said to have offered \$10,000 towards the erection of a boarding-house for these girls, if the State will give a like sum.

SECONDARY INSTRUCTION.

IN HIGH SCHOOLS.

The present connection of the high schools with the State University, and the fact that from the arrangements made they must become in future the chief fountains of supply for it, together tend to bring these schools into a position of greater prominence than they have occupied and make one look for something like a uniform course in them. One was recommended by the State board in the early part of 1874, but its details are wanting, and it is not known how far it has been adopted in the schools. The only indication of such a course that thus far appears is that the candidates for admission to the university in 1874 were examined on geography, grammar, sentential analysis, history of the United States, arithmetic, elementary algebra, higher algebra, four books of geometry, Latin grammar, Latin reader, Latin prose composition, Cæsar, and Virgil. It must be taken for granted that these subjects are all embraced in the courses of at least the 21 approved high schools, as their graduates went in without examination other than that to which they had been subjected in the schools. But on this point there is no information, except from the larger towns.

The number of pupils in the various high schools is reported by the superintendent to have been 13,342 for the year ended August 31, 1874, the teachers employed in the same being 223 males and 127 females—total, 350; giving an average of 1 teacher to 38 pupils.

IN OTHER SECONDARY SCHOOLS.

In a table appended to the State report for 1874, 9 private or denominational institutions for secondary training present 810 students in their academic classes and 594 in preparatory ones, while 3 others present an aggregate of 547 students, without indicating any classification of them. These schools have courses of from 1 to 8 years, but what studies are included in these courses, or to what extent they are pursued, is not stated. Four of them—the Spiceland Academy, Spiceland; Collegiate Institute, at Battle Ground; Bloomingdale Academy, Bloomingdale; and St. Joseph's Academy, South Bend—have apparatus valued at from \$200 to \$500 and libraries rated at from \$800 to \$15,000. Three—the Friends' Academy, Richmond; Collegiate Institute at Stockwell; and Oxford Academy, Oxford—have apparatus valued, respectively, at \$250, \$500, and \$75; but make no report of libraries. The remaining 5 do not indicate the possession of either apparatus or libraries.

SCHOOLS REPORTING TO THE BUREAU OF EDUCATION.

Two academies for boys, 2 for girls, and 6 for boys and girls report to the Bureau 42 teachers and 1,691 pupils, of whom 107 are in ancient and 105 in modern languages. Of these, 41 are aiming at a classical course in college and 97 for a scientific course. In 6 of the schools vocal music is taught and in 6 instrumental also; in 5 drawing is taught; 5 have laboratories; 6, apparatus; and most of them have libraries of 200 to 3,000 volumes.

BUSINESS COLLEGES.

Ten such schools, with 31 teachers and 1,697 pupils—1,530 males and 167 females—report themselves for 1874. Of the pupils, 175 are said to be studying German and 20 French. Courses in the schools, from 6 months to 5 years. One library of 800 volumes is reported.

SUPERIOR INSTRUCTION.

THE STATE UNIVERSITY, BLOOMINGTON.

The university is now closely connected with the school system of the State by an arrangement which admits to the freshman class, without further examination, all graduates of high schools, approved by the State board of education, who present certificates of their having passed satisfactory examinations in the preparatory course of study. Twenty-one high schools of the State have been admitted to the approved list, and a certificate to the above effect from the principal of any one of these carries a student into the freshman class at the opening of the autumnal term. All other applicants for admission are examined on the studies of the preparatory course by the principal and instructors of the high school at Bloomington. These examinations are conducted in writing, ten questions being asked on each subject in the course. The result in 1874 was that, out of 109 applicants, only 50 were admitted to the university, and several of these were conditioned, *i. e.*, were required to review some of their studies and submit to a new examination in them as a condition of continuance in the class. A part of the 59 who failed to pass went to other institutions, some entering the Bloomington high school for a new trial; but a large number returned home.

The rigidity of this initiatory examination caused, at first, some dissatisfaction on the part of the rejected applicants, but the issue has proved the wisdom of it. The

class admitted, though not so large as in some former years, is of greater mental maturity and higher scholarship, the students more than making up in quality what is wanting in numbers.

As in most western colleges, ladies are here admitted to the collegiate course, either classical or scientific, on the same terms as young men, and are entitled to the same privileges. Tuition is free to all.—(State Report for 1874, pp. 101-112.)

DENOMINATIONAL COLLEGES.*

Bedford Male and Female College, Bedford. (Christian.) A new institution, organized in 1872, with a classical, a scientific, a ladies', a Bible, a normal, and a commercial course.

Wabash College, Crawfordsville. (Presbyterian.) Combines the functions of an academy and college, having an English and mercantile course, as well as a preparatory and collegiate. Military drill for students.

Concordia College, Ft. Wayne. (Evangelical Lutheran.) Tuition \$24, charged to those only whose parents are not members of the synod.

Ft. Wayne College, Ft. Wayne. (Methodist Episcopal.) A collegiate department, both classical and scientific, a normal, a commercial, an art, an academic or preparatory, and a musical. Males and females both admitted, and the faculty including lady members as well as gentlemen.

Franklin College, Franklin. (Baptist.) For both males and females. Faculty composed of both. A collegiate, preparatory, musical, and art department. Discipline said to be so exceptionally good that even peach-trees loaded with peaches are entirely safe in a lot adjoining the campus.

Indiana Asbury University, Greencastle. (Methodist Episcopal.) Ladies admitted on the same terms as gentlemen, but the faculty composed of the latter only. Courses, a classical, a scientific, a biblical, a normal, and a legal; the last comprising two years, with some vacation studies.

Hanover College, Hanover. (Presbyterian.) Male students only. Courses, classical, scientific, and preparatory.

Hartsville University, Hartsville. (United Brethren.) For both males and females. Courses, classical, scientific, preparatory, theological, commercial, and musical.

Northwestern Christian, Indianapolis. (Christian.) For both sexes. A lady professor in special charge of lady students. The university comprises a literary colleges a college of business, and a college of law.

Union Christian College, Merom. (Christian.) Ladies here pursue the same course of study, are subject to the same regulations, enjoy the same privileges, and receive the same honors as gentlemen. Courses of study: academic or preparatory, classical, scientific, and musical.

Moore's Hill College, Moore's Hill. (Methodist Episcopal.) For both sexes. Courses: a preparatory, a classical, a scientific, an elective, a normal, and a musical.

University of Notre Dame, Notre Dame. (Roman Catholic.) For males only. Courses the same as in Moore's Hill, except that in place of the normal and musical there are a course in modern languages and one in law. A post-graduate course has been arranged, the students in which are to occupy themselves with philosophical, historical, and scientific pursuits in advance of the collegiate course.

Earlham College, Richmond. (Friends.) Both sexes here have the same privileges and receive equal degrees. The usual preparatory, classical, and scientific courses, with special attention to modern languages and English literature.

Ridgeville College, Ridgeville. (Free Baptist.) For both sexes. A general preparatory and classical preparatory course, with a classical, scientific, and ladies' collegiate course, and a department of music.

St. Meinrad's College, St. Meinrad. For males only. Courses: preparatory and classical collegiate.

St. Bonaventure's College, Terre Haute. (Roman Catholic.) For males only. A preparatory course, and classical and scientific collegiate courses.

COLLEGES FOR WOMEN.

Nine institutions for the higher education of young women report 40 instructors, 100 preparatory students, 129 regular collegiate students, and 20 in partial courses. Two of these are authorized to confer degrees; three have libraries of 500 to 3,000 volumes; in three, vocal and instrumental music are taught; in two, drawing and painting; in three, French and German.

* From annual circulars and special reports.

Statistics of universities and colleges, 1874.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fee.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship-funds.	
Bedford College	5	0	24	91	\$0	.....	.....	.....	.....	.....	59
Concordia College	15	0	255	133	\$150,000	.....	.....	896	\$0	\$1,000	5,600
Earlham College	14	0	159	74	150,000	58,000	\$7,000	6,000	0	0	\$4,200
Ft. Wayne College	12	0	614	14	70,000	0	0	0	0	0	\$320
Franklin College	4	.....	31	17	40,000	42,000	3,000	2,000	.....	.....	\$3,000
Hanover College	13	3	37	87	145,000	100,000	7,600	1,500	.....	.....	\$7,000
Hartsville University	7	.....	97	71	22,000	25,000	2,200	837	.....	\$4,000	700
Indiana University	13	0	90	155	200,000	110,000	7,500	0	23,000	0	8,000
Indiana Asbury University.	9	8	130	274	200,000	190,000	15,000	.....	.....	90,900	\$11,000
Moore's Hill College.....	4	.....	115	41	43,660	8,361	882	3,205	.....	.....	424
Northwestern Christian University.	14	3	200	155	200,000	300,000	30,000	.....	0	.....	\$6,000
Ridgeville College.....	6	.....	174	5	25,000	15,000	900	1,200	.....	.....	309
St. Meinrad's College.....	9	.....	40	26	10,000	.....	.....	.....	.....	.....	6,000
Smithson College.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
St. Bonaventure's College.	7	.....	160	35	25,000	.....	.....	2,500	.....	.....	650
Union Christian College..	11	0	33	149	500,000	100,000	6,500	.....	0	0	\$400
University of Notre Dame du Lac.	27	.....	200	200	.....	.....	.....	.....	0	.....	\$20,000
Wabash College.....	11	.....	129	86	\$150,000	\$160,000	\$15,000	.....	.....	\$17,000	\$13,000

* From Report of Commissioner of Education for 1873.

a Includes society libraries.

b Also 84 students unclassified.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

PURDUE UNIVERSITY.

This is substantially the Agricultural and Mechanical College of the State, organized upon the basis of the congressional land grant of 1862 and embracing (1) a school of natural science, including physics and industrial mechanics, chemistry, and natural history; (2) a school of engineering, including civil and mining engineering and architecture; (3) a school of agriculture, including agriculture, both theoretical and practical, horticulture, and veterinary science; (4) a school of military science.

The faculty also present the following post-graduate and special courses, intended especially for students who have taken a degree from a literary college and wish to fit themselves for professional efficiency in certain lines: (1) a course in engineering, (2) a course in natural history, (3) a course in chemistry, (4) a course in metallurgy, and (5) a course in physics. Students proposing to enter any of these courses will be examined with special reference to the department chosen and be assigned to such place in the course as their examinations warrant. Those who sustain satisfactorily the annual examinations for such purpose will receive appropriate degrees.

The institution was first opened for the reception of students September 16, 1874. The entrance examinations were held September 17 and 18. Thirty-nine applicants for admission were present at these examinations. Of these, 32 were admitted unconditionally and 7 conditionally. Nineteen were subsequently examined for admission, 7 of whom failed; and, of the number conditioned at the opening, 5 failed to pass the test examination and were retired, leaving, November 1, 1874, 46 in attendance.—(Report of President Shortridge in State report for 1874, pp. 114-126.)

TERRE HAUTE SCHOOL OF INDUSTRIAL SCIENCE.

This is a new scientific school projected and to be endowed by Chauncey Rose, esq., of Terre Haute, "to prepare young men for any of the activities of life by practical education." The name given above is that proposed by the founder; but those to whom the management of it is to be intrusted desire to change the title to the Rose Poly-

technic Institute, as one at once descriptive of its aim and commemorative of the gentleman to whom it owes its being.

A contract has been made for the erection of a proper academic building, to be inclosed by November, 1875, and completed by July 1, 1876. The institution will be handsomely endowed, and operations begun in the fall of 1876.—(From special report to the Bureau of Education.)

Statistics of schools for scientific and professional instruction.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	
SCHOOLS OF SCIENCE.									
Purdue University, (agricultural college.)	6	....	α19	4	\$216, 686	\$356, 503	\$19, 725	.....	500
Terre Haute school of Industrial Science. ^b	.....	.....	.....	.....	20, 000	186, 000	.....	.....	.....
SCHOOLS OF LAW.									
Indiana University, (law department).	7	....	42	2	.....	.....	.....	.....	2, 000
Law school, Northwestern Christian University.	12	....	16	2	.....	.....	.....	.....	.....
SCHOOLS OF MEDICINE.									
College of Physicians and Surgeons of Indiana.	17	.....	.....	2	5, 000	10, 000	1, 000	\$1, 500	.....
Indiana Medical College, (Indiana University.)	12	....	112	2	10, 000	5, 000	500	2, 300	.....
Medical College of Evansville	10	.....	21	1	.....	.....	.....	1, 000	.....

α Also 27 preparatory.

b Classes not yet organized; buildings not completed.

SPECIAL INSTRUCTION.

INDIANA INSTITUTE FOR EDUCATING THE DEAF AND DUMB.

Number of instructors, 15. Pupils: whole number for the school-year 1873-'74, 333; number in attendance November 6, 1874, 288. Annual cost of support per pupil, including repairs and minor improvements of buildings and grounds and refurnishing, \$240.

The older boys are taught shoe-making, cabinet-making, and chair-making; the older girls, tailoring and dressmaking; and all, as far as possible, are trained to such habits of industry as may prepare them for self-support. The industrial department is sustained entirely by the profits on the work of the pupils, \$6,483.65 having been received from this source during the year past, against \$6,314.13 expended.

The studies in the literary department are divided into primary and academic, the former having seven grades, embracing a seven years' course of study, the latter, three grades and one special division, embracing a three years' course. Ten years are thus required for a full completion of the two courses. The average length of time spent under instruction is, however, only five and one half years.—(Report of principal in State Report for 1874.)

INDIANA INSTITUTE FOR EDUCATION OF THE BLIND.

Educational staff, a superintendent, 5 teachers in the literary department, 3 in the musical, 3 in the industrial, besides 4 household officers. Pupils for the school year 1873-'74, in all, 113, of whom 52 were males and 61 females. For the first term of 1874-'75, pupils, 109; males 50, females 59; coming over from preceding session, 82. Enlargement of the building, with a view to fuller accommodation of pupils, is desired, there being at present great overcrowding.

Receipts for the year to November, \$38,282.25; disbursements, \$38,235.55; leaving in the treasury \$46.70, which, with \$13,541.67 still available from State appropriation, was held sufficient to carry the institution to March 31, 1875.

The sanitary condition for the year is reported excellent, no case of severe illness having occurred during the year among either officers or pupils. This, taken in connection with the excess of pupils to accommodations, speaks well for the hygienic precautions used, as well as for the healthfulness of the location at the capital. Something of this is probably also due to the steady occupation of the pupils, out of school hours, in such industrial engagements as they are fitted for: the boys in different handicrafts, the girls in household work, as well as in cheerful united occupation with the needle, with which pleasant reading is combined.

Pupils from the State of Indiana are received without charge. Others are charged at the rate of \$200 for the forty weeks' school session.—(Twenty-eighth annual report, 1874.)

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

The twenty-first annual meeting of the Indiana State Teachers' Association convened at the Young Men's Christian Association Hall, Indianapolis, December 29, 1874, at 7.30 o'clock p. m., President Smart in the chair.

After prayer by Dr. De LaMatyr, of Indianapolis, Hon. Thomas A. Hendricks, governor of the State, was introduced, and, in an eloquent address, welcomed the members. Referring to the work of the teachers of Indiana, he commended the county and township institutes as important and strong supports of the common school system. They develop fraternity and promote professional pride and excellence. Their influence reaches beyond the teachers to the patrons of the schools. Their tendency is to establish, make more distinct and positive, the duty of the teacher to carry the mind of the student back of rules and results to reasons, causes, and principle. Being thoroughly taught far back in the elements of a science, the pupil holds the tests of science in his own hands. The teacher's work is well done when he leads the scholar forth to enter the contests of life with habits of diligent and profound investigation and observation.

Hon. J. H. Smart, the retiring president, responded in a brief address, in which he said that it was the boast of Indiana that the State is dotted all over with school-houses. He then introduced the president-elect, W. A. Jones, president of the State Normal School.

In his inaugural address the president first spoke of the State of Indiana, giving its extent and boundaries and setting forth its many natural advantages. On the origin of the schools he said:

"The State, in the exercise of its function, creates the school as the necessary institution for the special education of all; for giving that education, moral and practical, which will enable the individual to join himself to the various parts of the social organization and participate in the substantial enjoyment of the freedom which they afford. The ground of the school is the necessity of the people for instruction in the elements of learning. The State creates the school as a means to meet their needs. The form of the school is delineated in the whole body of the school law of the State. The reality of the school is in the institutions existing according to law. The school embraces every particular form created by law, from the common district school to the normal school and the State University. The parts are the common school, the high school, the normal school, the State University, the school of industrial science, the school for the education of the blind, the school for the education of the deaf and dumb, and the reform school."

He also spoke strongly in favor of the office of county superintendent, answering many of the objections urged against it. In conclusion he said:

"What we now most need to give the school the greatest practical utility—to give to all classes of the people equal intellectual culture—is to make more efficient the office of county superintendent. We need to devise means by which the organization, inspection, and supervision of the country schools shall be more complete.

"Further, we need legislative enactment for the protection of the educational rights of those children of the commonwealth whose rights are now unprotected, both as against themselves and as against ignorant and vicious parents.

"These things we want, together with thorough, competent, honest supervision of every part of the system—country schools, city schools, normal schools, industrial schools, and State University. Let no part be exempt from responsibility to proper authority for the end which it seeks, for the quantity and quality of the culture which it gives."

On Wednesday morning, Prof. George W. Hoss, of the State University, read a paper on "The educating power of the teacher's character."

A lengthy and carefully-prepared paper on "Public libraries" was presented by Mr. Charles Evans, of the Indianapolis Public Library. He first sketched the history of the public library system in America, from its origin to the present time. He then glanced at the history of a number of the largest society, college, and State libraries in the country, giving interesting information concerning each.

Memorial services in honor of the late State superintendent of instruction then

occupied a considerable portion of the day, with a biographical sketch, by Rev. O. A. Burgess, president of the Northwestern Christian University, in which the early life of the deceased was vividly portrayed and the public services of his mature years were minutely and ably reviewed.

At the afternoon session, L. H. Jones, of the Indianapolis high school, read a paper on "Phonics."

The paper was discussed by Miss D. A. Lathrop, of Cincinnati, and Mr. Lee, of Brookfield.

The subject of "Illustrative teaching" was then presented in a well-prepared paper by Miss Mattie Cnrl, of Bloomingdale Academy.

The discussion of Mr. Evans's paper on public libraries was then made the order of business.

Mr. McRae, of Muncie, gave the history of the establishment of a public library in his own town and made some suggestions as to the best methods of creating in the minds of children a desire for reading. He believed that every library and reading-room should contain books and papers devoted to the advocacy of both sides of every question of public interest, thus affording means of impartial investigation and unbiased judgment to the reading public.

President Jones believed the public libraries should be made a valuable auxiliary to the education of the people. He insisted that a taste for solid literature should be cultivated in the common schools.

The evening session was occupied by the Hon. J. B. Angell, president of Michigan University, in a most entertaining and instructive lecture on the subject of "The philosophical study of literature."

On Thursday morning, Prof. J. B. Roberts, principal of the Indianapolis high school, read a paper entitled "Higher education."

Miss Delia A. Lathrop, of Cincinnati, then read an able paper on the "Necessity of skilled labor in the school-room."

At the afternoon session, "Illiteracy and crime" was ably discussed by J. K. Walts, of Elkhart.

He was followed by Mr. H. A. Ford, editor of the Northern Indiana Teacher, who read a paper on "Compulsory education." He opposed the measure, stating that it was better named "compulsory school attendance" than "compulsory education," inasmuch as an enforced attendance upon school does not at all imply enforced study on the part of the pupils. He quoted from eminent authorities, both ancient and modern, to show that the education of the masses by constraint was impracticable, and pointed out the ineffectual attempts to enforce compulsory education in the United States and foreign countries.

His view, as expressed in the paper, was the cause of a spirited discussion, which ended in a resolution offered by Prof. A. M. Gow, of Evansville, referred to the committee on resolutions.

Among others, the following was presented:

"Resolved, That, to enable General John Eaton, Commissioner of Education for the United States, to secure the necessary appropriations from Congress, for which he is now asking, to enable him to carry on more successfully the Bureau of Education, we respectfully ask the Representatives and Senators of Indiana to vote for and render him such aid as the exigencies of the case demand."

Prof. Robert Brown, of the State normal school, delivered an address on "The relation of education to music."

He was followed by Prof. Richard Owen, of the State University, who presented a paper on "Elective studies in college," in which he suggested that the discussion of the question involves the discussion also of the course of preparatory study.

In order to thorough preparation for an elective college course, he thought that students should have at least two years of Kindergarten training, say from the fifth to the seventh year of age. Then, from the seventh to the fourteenth year, should be a course of instruction in the English studies of a graded school, throughout all which music should be taught, first as melody, then as harmony.

Finally, passing to the high school, after mastering the English branches, ancient language would be carried through at least two years; algebra and the first four books of geometry, physiology, geography, elementary physics, astronomy, and the natural sciences, with the outlines of ancient and modern history, would be mastered, not omitting drawing and music, and giving a term of rhetoric and book-keeping. This would enable the student to come to college with the habit of study and the preliminary knowledge necessary to make the curriculum attractive and intelligible.

OBITUARY RECORD.

HON. MILTON B. HOPKINS.

To the great grief of many friends and to the great loss of the cause of education, this well-known teacher, born April 4, 1821, in Nicholas County, Kentucky, died in the

midst of his labors, as State superintendent of public instruction in Indiana, August 16, 1874. Brought into the State in 1829, when it was yet a thinly-settled wilderness, he found in his new location no schools worthy of the name, and mainly through his own exertions mastered the elements of learning, became a teacher while yet quite a youth, grew quickly into repute as such, and finally, in 1842, entered the ministry, a preacher of considerable power. With the exception of a brief interval, in which he studied and practiced law at Noblesville, he continued in the exercise of his ministerial profession more or less during the remainder of his days, his reputation as a preacher continually growing and eventually standing very high. In the spring of 1856 he was induced to remove to Cincinnati and unite in the editorship of the *Christian Review*, then edited there by Rev. Benjamin Franklin. The labor of the desk, however, in connection with continued preparation for the pulpit, proved too much for him, and with broken health he had to retire again to Indiana in the spring of 1857. There for a time he worked on his step-father's farm in Rush County, then opened a district school, which was said to be the best ever taught in that community; kept up his preaching as opportunity was offered; and united with these engagements, as he had with others previously, a financial agency for the Northwestern Christian University, at Indianapolis, and for Eureka College, Illinois. In 1858 he was induced, by the offer of large advantages, to remove to Clinton County, where he had once resided, and undertake the building-up of an academy in an edifice to be erected for the purpose. Here, still continuing his preaching, he founded what was known as Farmers' Academy, (1859,) and soon attracted to it a large patronage from the neighborhood and from adjoining counties, his power of imparting instruction and making difficulties plain being quite remarkable. In the winter of 1862 he removed to the neighborhood of Lebanon, Boone County, and, in connection with the work of a farm and of the ministry, took charge of the Lebanon High School; in 1864 became principal of Ladoga Academy, in Montgomery County, and in the spring of 1870 established Howard College, at Kokomo, Howard County. Each of these removals introduced him to a wider sphere of action and of usefulness, the new place constantly outbidding the old in the effort to secure his services.

Howard College soon attained under him so high a reputation that he began to think of it as his future settled home. But in the autumn following his foundation of it the office of State superintendent of instruction, for which he had been nominated ten years previously, was almost forced upon him. In this high office he did faithful service for two years, (1871-73,) receiving in 1872 a hearty re-election for two years more; and it was through intense engagement in the duties of it that in the summer of 1874 he brought on the disease which caused his death.

With some of the faults and many of the excellences which mark self-poised and self-educated men, Mr. Hopkins made throughout the State, and even in a degree throughout the Union, the decided impression which grows out of clear views and strong convictions, pressed with a modest yet determined earnestness. He did much for the establishment and support of the county superintendency of schools in Indiana; much to arouse the common people to a sense of the need of education for their children, and much also to lengthen out the term of public schools to such extent as to secure a fair amount of training. In these things it may be hoped that the influence which he exerted will abide. If it should, a bright educational future for the State may be largely due to his three years and five months' earnest labor as superintendent of instruction for the Indiana that he loved.

LIST OF SCHOOL OFFICIALS IN INDIANA.

Hon. JAMES H. SMART, *State superintendent of public instruction, Indianapolis.**

STATE BOARD OF EDUCATION.

Name.	Post-office.
His excellency Thomas A. Hendricks, governor.....	Indianapolis.
Hon. James H. Smart, State superintendent of public instruction.....	Indianapolis.
Cyrus Nutt, president of the State University.....	Bloomington.
William A. Jones, president of the State normal school.....	Terre Haute.
George P. Brown, superintendent of Indianapolis public schools.....	Indianapolis.
Alexander M. Gow, superintendent of Evansville public schools.....	Evansville.

* Hon. Alexander C. Hopkins filled, by appointment of the governor, the place of his deceased father from August 20, 1874, till March 15, 1875. Mr. Smart, who succeeds Mr. Hopkins, is a graduate of Dartmouth College, and has been for nine years superintendent of the Ft. Wayne schools, conducting them with such success as to make them rank with the best in the State. He has also been for the same time a member of the State board of education, and president of the State Teachers' Association.

List of school officials in Indiana—Concluded.

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.	County.	Superintendent.	Post-office.
Adams.....	W. H. Walters....	Decatur.	Lawrence...	W. B. Chrisler....	Bedford.
Allen.....	Jeremiah Hillegass	Ft. Wayne.	Madison...	Jos. Franklin.....	Anderson.
Bartholomew.	John M. Wallace...	Columbus.	Marion.....	Walter S. Smith...	Indianapolis.
Benton.....	Frank C. Cassel...	Oxford.	Marshall...	Thomas McDonald..	Plymouth.
Blackford.....	Lewis Willman...	Hartford City.	Martin.....	Thomas M. Clark...	Shoals.
Boone.....	Thomas J. Shulse...	Lebanon.	Miami.....	W. Steele Ewing...	Peru.
Brown.....	John N. McGee....	Nashville.	Monroe.....	M. M. Campbell....	Bloomington.
Carroll.....	L. E. McReynolds..	Delphi.	Montgomery	M. E. Clodfelter...	Crawfordsville.
Cass.....	Harry G. Wilson...	Logansport.	Morgan.....	H. N. Short.....	Martinsville.
Clarke.....	A. C. Goodwin....	Charlestown.	Newton.....	John Merchant....	Brook.
Clay.....	W. H. Atkins.....	Bowling Green.	Noble.....	Thomas M. Fells...	Albion.
Clinton.....	J. N. Armantrout..	Frankfort.	Ohio.....	John H. Pate.....	Rising Sun.
Crawford.....	J. W. C. Springston	Leavenworth.	Orange.....	Joseph P. Throop..	Paoli.
Davess.....	Edward Wise.....	Washington.	Owen.....	William B. Wilson..	Spencer.
Dearborn.....	Geo. C. Columbia..	Aurora.	Parke.....	E. C. Siler.....	Bloomingsdale.
Decatur.....	W. H. Powner.....	Greensburg.	Perry.....	Theo. Courcier....	Rono.
De Kalb.....	James A. Barnes...	Waterloo.	Pike.....	Thomas C. Milburn..	Winslow.
Delaware.....	O. M. Todd.....	Muncie.	Porter.....	Timothy Keene....	Valparaiso.
Dubois.....	E. R. Brundick....	Huntingburg.	Posey.....	James B. Campbell..	Mt. Vernon.
Elkhart.....	D. Moury.....	Goshen.	Pulaski.....	S. Weyand.....	Winamac.
Fayette.....	Jason L. Rippetoe..	Connersville.	Putnam.....	J. R. Gordon.....	Greencastle.
Floyd.....	Jacob K. Walts....	New Albany.	Randolph...	Charles W. Paris...	Farmland.
Fountain.....	James A. Young...	Hillsboro'.	Ripley.....	Hezekiah Shook...	Versailles.
Franklin.....	C. R. Cory.....	Brookville.	Rush.....	William T. Moffett..	Rushville.
Fulton.....	William H. Green...	Rochester.	St. Joseph...	A. J. Foster.....	South Bend.
Gibson.....	W. T. Stilwell....	Ft. Branch.	Scott.....	A. H. Whitsett....	Deputy Station.
Grant.....	Thomas D. Tharp...	Marion.	Shelby.....	Richard Norris....	Shelbyville.
Greene.....	R. C. Hilburn....	Newberry.	Spencer.....	John Wyttenbach..	Rockport.
Hamilton.....	J. S. Losey.....	Noblesville.	Starke.....	A. H. Henderson...	Knox.
Hancock.....	John H. Binford...	Greenfield.	Steuben...	John W. Cowen...	Angola.
Harrison.....	Daniel F. Lemmon..	Corydon.	Sullivan...	Geo. W. Register...	Paxton.
Hendricks...	Jas. A. C. Dobson..	Brownsburg.	Switzerland.	W. R. Taylor.....	Moorefield.
Henry.....	Enos Adamson....	Middletown.	Tippecanoe..	W. H. Caulkins....	La Fayette.
Howard.....	A. J. Yonngblood...	Kokomo.	Tipton.....	J. M. Clark.....	Tipton.
Huntington..	F. M. Hnff.....	Huntington.	Union.....	H. K. W. Smith....	Liberty.
Jackson.....	Wilson S. Swengel..	Brownstown.	Vanderburg..	F. P. Conn.....	Evansville.
Jasper.....	J. H. Snoddy.....	Remington.	Vermillion...	William L. Little...	Newport.
Jay.....	Simeon K. Bell....	New Mt. Pleas- ant.	Vigo.....	John Royse.....	Terre Haute.
Jefferson.....	George C. Monroe...	Saluda.	Wabash.....	Irwin Stratton....	Wabash.
Jennings.....	John Carney.....	Vernon.	Warren.....	Charles M. Parks...	Williamsport.
Johnson.....	B. F. Kennedy.....	Trafalgar.	Warrick.....	C. W. Armstrong...	Booneville.
Knox.....	E. B. Milam.....	Vincennes.	Washington.	A. A. Cravens.....	Salem.
Kosciusko...	Wm. L. Mathews...	Warsaw.	Wayne.....	T. C. Smith.....	Hagerstown.
La Grange...	S. D. Crane.....	Wolcottville.	Wells.....	John H. Ormsby...	Zanesville.
Lake.....	T. S. Fancher.....	Crown Point.	White.....	George Bowman...	Monticello.
La Porte.....	James O'Brien....	La Porte.	Whitley.....	Alex. J. Douglass..	Columbia City.

IOWA.*

STATISTICAL SUMMARY.

	1874.	Increase or decrease.
SCHOOL DISTRICTS.		
District townships.....	1,189	.....
Decrease since date of last report.....		77
Subdistricts.....	6,716	.....
Decrease.....		1,095
Independent districts.....	2,030	.....
Increase.....		460
Whole number of districts.....	3,219	.....
Increase.....		653
SCHOOLS.		
Ungraded.....	8,729	.....
Increase.....		402
Graded.....	464	.....
Increase.....		45
Whole number.....	9,263	.....
Total increase.....		447
Average number of months schools have been taught.....	675	.....
Increase.....		25
TEACHERS.		
Males employed.....	6,280	.....
Increase.....		169
Females employed.....	10,713	.....
Increase.....		520
Whole number.....	16,993	.....
Total increase.....		709
Average compensation of males per month.....	\$36 38	.....
Average compensation of females per month.....	22 01	.....
SCHOLARS.		
Males between the ages of 5 and 21.....	250,352	.....
Females between the ages of 5 and 21.....	246,993	.....
Whole number.....	506,345	.....
Increase.....		15,001
Pupils enrolled in public schools.....	365,125	.....
Increase.....		17,553
Total average attendance.....	227,151	.....
Increase.....		22,947
Percentage of attendance upon whole number registered.....	62	.....
SCHOOL-HOUSES.		
Frame.....	8,137	.....
Increase.....		355
Brick.....	650	.....
Increase.....		15
Stone.....	263	.....
Increase.....		9
Log.....	154	.....
Decrease.....		27
Whole number.....	9,203	.....
Increase.....		352
Value.....	\$9,502,075	.....
Increase.....		\$1,337,750
APPARATUS.		
Value.....	\$122,308	.....
Decrease.....		\$29.60
DISTRICT LIBRARIES.		
Number of volumes.....	10,751	.....
Decrease.....		2,193

* The greater part of this report has been kindly furnished by Superintendent Abernethy and covers 1874, this being the intermediate year between his regular biennial reports.

SCHOOL FINANCES.

	1874.	Totals.	Increase or decrease.
RECEIPTS.			
SCHOOL-HOUSE FUND.			
From district tax	\$1,014,599 57		
From other sources	167,644 45		
Total		\$1,182,244 02	
Decrease			\$75,735 36
CONTINGENT FUND.			
From district tax	794,634 13		
From other sources	92,768 82		
Total		887,402 95	
Increase			143,289 63
TEACHERS' FUND.			
From district tax	1,982,247 83		
From semi-annual apportionment	676,417 58		
From other sources	92,975 63		
Total		2,757,641 04	
Increase			240,045 30
Total receipts for school purposes		4,827,238 01	
Increase			307,598 62
EXPENDITURES.			
SCHOOL-HOUSE FUND.			
School-houses and sites	823,522 91		
Libraries	24,685 27		
Bonds and interest	305,131 09		
Total		1,153,339 27	
Decrease			30,744 17
CONTINGENT FUND.			
Rent of school-houses	10,905 56		
Repairing school-houses	164,336 67		
Fuel	237,466 06		
Compensation of secretary	42,191 57		
Compensation of treasurer	36,625 55		
Other purposes	340,123 44		
Total		831,653 85	
Increase			34,958 44
TEACHERS' FUND.			
Teachers' salaries		2,444,886 04	
Increase			196,209 35
Total expenditures for school-purposes		4,429,879 16	
Increase			200,423 62

PERMANENT SCHOOL FUND.

Permanent school fund	\$3,294,742 83
Interest on same	304,836 64
Increase	29,047 22

EXAMINATION OF TEACHERS.

Applicants examined	20,256
Certificates granted	16,720
Increase	3,765

VISITATION OF SCHOOLS.

Schools visited by county superintendent	7,543
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APPEALS.

Cases of appeal to county superintendents	126
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NORMAL INSTITUTES.

Institutes held	92
Aggregate attendance	6,774

PRIVATE SCHOOLS.

Private schools	149
Teachers employed	522
Aggregate attendance	15,089

COST OF EDUCATION IN IOWA FOR 1874.

Per capita of total population	\$2 62
Per capita of school population	6 68
Per capita of enrollment	9 29
Per capita of average attendance	14 93
Mills on the dollar of taxable property	11.88

ELEMENTARY INSTRUCTION.

EDUCATIONAL PROGRESS.

The annual reports from county superintendents for the year ended September 15, 1874, show the total population in the State between 5 and 21 years of age to be 506,345; the whole number of pupils registered in the public schools, 365,125, and in other schools, 15,089, making a total of 380,214; the total average attendance in the public schools, 227,151.

The increase since date of last report is, in the school population, 15,001, or 3 per cent.; in the number enrolled in public schools, 17,553, or 5 per cent.; in the total average attendance in public schools, 22,947, or 11.2 per cent.

The growing interest and confidence of the people in the public schools are shown by the fact that the increase in the per cent. of attendance is nearly four times as great as in that of school population; 352 new school-houses were built, in addition to those erected to replace such as had become unfit for use.

SCHOOL FUNDS.

The sum of \$4,827,238.01 was raised from taxation and other sources for school purposes. The sum of \$2,444,886.04 was paid for teachers' services; \$1,153,339.27 for the erection of school-houses and the purchase of libraries; \$331,653.85 for rent, repairs, fuel, salaries of district secretaries and treasurers, and for incidentals, the total expenditures aggregating \$4,429,879.10, being an increase on last year's expenditures of \$200,423.62.

CHANGES IN THE SCHOOL LAWS.

At the last session of the legislature a law was enacted, to take effect April 1, 1874, making it the duty of each county superintendent to hold annually a teachers' normal institute, for the instruction of teachers and those who may desire to teach, at such time as the schools in the county are generally closed, and, with the concurrence of the superintendent of public instruction, to employ such instructors as may be necessary to conduct the same. A fund is provided to defray the expenses of the institute, and placed in the hands of the county treasurer, to be disbursed on the order of the county superintendent.

A law was also passed, to take effect July 1, 1874, providing for industrial exhibitions in the public schools. It authorizes subdirectors and boards of directors to maintain in each school, not oftener than once a month, an exhibition of useful articles made and products raised by the pupils, who are required to explain the use and the method of manufacture or execution of the articles exhibited.*

COUNTY SUPERINTENDENTS.

But one vacancy has occurred in the office of county superintendent since January 5, 1874. In consequence of protracted illness, Dr. J. O. Stanton, superintendent of Crawford County, tendered his resignation in August, 1874. He was an energetic and efficient officer, and a young man of unusual ability. During the brief period in which he occupied the office, he labored assiduously to improve the schools of the county. He sought the restoration of his health by change of climate, but in the following November his illness terminated fatally at Laramie City, Wyoming Territory. Mr. N. F. Smith, of Denison, was elected his successor.

At no previous time has the office of county superintendent been filled by more capable and earnest officers than during the past year. This is largely due to the fact that our most successful teachers have, in many instances, been elected to this position. Of the ninety-nine county superintendents, nine are ladies, who have proved themselves fully capable of performing the arduous duties connected with the office.

* Substantially, a change was made in the school law on an important point by a recent decision of the supreme court of the State, that "directors may determine what studies shall be taught in school, but a parent may determine which of such prescribed branches his child shall study."

SCHOOL INDUSTRIAL EXPOSITIONS.

The primary objects of the law providing for industrial expositions are (1) to encourage the development of mechanical and inventive genius, (2) to train to useful handiwork and employment, and (3) to introduce something of technical training in the useful arts in connection with common school instruction.

The enactment of the law is both a recognition by the legislature of the demand that the public schools shall afford more industrial and aesthetic training and an attempt to provide for it. No provision, however, is made for giving instruction to pupils in these subjects.

Many districts have already availed themselves of its provisions, and with good results. Further experience will indicate what modifications are needed in the law to secure the best results that may be attainable.

In this connection it may be mentioned that Miss Matilda Fletcher, of Iowa, a lecturer and writer of considerable power, has bent her energies upon the establishment of an industrial exposition in every ward and district school in the country, to form the basis of a school exhibition at the Centennial in Philadelphia. Her plan is to set apart one day in each week on which pupils shall bring to the school-room some useful article, raised or made by their own hands, to be exhibited and explained by the producers or makers, under the supervision of the teacher, in the presence of such parents and friends as can be gathered. These articles may consist of farm and garden products, specimens of cooking and sewing of all kinds, iron and wood work, from a box or horse-shoe to fine cabinet-ware or a steam-engine. Selections from the best of these are to be presented at the Exposition in 1876.

TRAINING OF TEACHERS.

NORMAL INSTRUCTION.

The normal department of the Iowa State University has become a part of the college proper, and bears the title "chair of didactics." Instruction in the science and art of teaching is given by the professor to those members of the senior class who intend to teach. One hour per day, or five hours per week, are devoted to this subject. Prof. Fellows, the occupant of the chair of didactics, says that his work corresponds closely with that of Prof. Payne, who holds the "chair of education" in the College of Preceptors in London, England. He believes that the best normal work can be done in a college or university by confining the instruction to the senior class, and that the philosophy of education can be thus better developed than in a normal school.

The number of students in attendance during the scholastic year of 1873-'74 was 15: males 12, females 3. Of these, 4 graduated from the department as then existing and engaged in teaching. From 8 to 10 of the senior class of 1874-'75 are under instruction, will receive certificates at the expiration of the course, and after two years' successful teaching will be entitled to the degree of "bachelor of didactics."

The normal department of Whittier College, Salem, reports the number of resident instructors 6; of students in attendance during the year 1873-'74—males 22, females 26; in all 48. Of these, 8 graduated after a three years' course and 7 engaged in teaching. Such graduates receive diplomas at the completion of their course, conferring a regular academic degree.

COUNTY NORMAL INSTITUTES.

Teachers' normal institutes were held in eighty-nine counties during the year 1874. Thirty-five of them continued in session four weeks; twenty-six, three weeks; twenty, two weeks; and eight, one week. Prior to April 1, when this law took effect, institutes had been held, under the old law, in five counties.

The normals were held at the season of the year when the best instructors could be secured, and generally remained in session long enough to afford a fair opportunity for giving instruction in methods of teaching, and illustrating the same by actual practice. Classes were formed and work was assigned with a view to securing the greatest amount of study in the given time.

Thus far the instruction has been confined chiefly to didactics, reading, writing, spelling, arithmetic, geography, grammar, United States history, and physiology. A course of study, which contained, besides general suggestions and instructions, a programme for daily exercises, a syllabus of study, and a complete course of study in each branch, suited for a four weeks' institute, was prepared and sent to county superintendents.

A substantial uniformity in the course of instruction was thus secured throughout the State, with excellent results.

The attendance, though voluntary on the part of teachers, was unexpectedly large, being, in the aggregate, 6,774; and, judging from a large number of institutes visited and from the reports received from all, it is safe to say that nothing has ever before awakened such an enthusiasm among teachers or given such an impetus to the school work in the State.

EDUCATIONAL JOURNAL.

One important aid in the proper training of the teachers of this State is The Common School, a monthly journal of education, published at Davenport, under the general editorship of W. E. Crosby. It has a university, a normal, a supervision, a high school, and a literary department, as well as one on Kindergarten methods, each under charge of a special editorial contributor, and, as might be expected from such a systematic subdivision of its work, has many interesting and useful articles under these heads.

SECONDARY INSTRUCTION.

IN HIGH SCHOOLS.

The only school of this class that presents a sketch of itself for 1874 is the one at West Des Moines, where the number of teachers employed was 3, 2 males and 1 female, and the number of pupils, 143, of whom 64 were boys and 79 girls.

The superintendent speaks of this school as the pride of the citizens and the head of the public school system, and says: "The influence of the high school is by no means confined to those who are members of it. This influence is felt in all the lower grades as a kind of magnetic force, drawing all towards its elevation. The high school boy or girl is looked upon by those of lower grades as possessed of enviable advantages, and even the child of the primary school looks longingly forward to the time when he shall possess the same. He is thus incited to more patient and more persistent efforts to advance."

IN OTHER SCHOOLS.

Six private schools for boys and girls within this State report in all 33 teachers and 1,060 scholars, 552 in English studies, 85 in Latin and Greek, and 27 in modern languages. Drawing is taught in 2 of these schools, vocal and instrumental music in 5 of them. Three have laboratories; 5 philosophical apparatus; and libraries aggregating 1,500 volumes are possessed.

In the preparatory schools of the various colleges in the State about 2,700 students are more or less engaged in the studies appropriate to preparation for a college course, but how far these studies are pursued, or in what proportion they become actually preparatory to college training, it is somewhat difficult to tell.

BUSINESS COLLEGES.

Nine of these, with 30 instructors, report 1,783 students in preparation for the various pursuits of business, 1,605 being males and 178 females. Of these students 15 are paying attention to German. Four of the schools have libraries reaching from 18 to 255 volumes. Courses, three months to one year.

SUPERIOR INSTRUCTION.

STATE UNIVERSITY.

The State University at Iowa City provides for both sexes facilities for liberal culture in literature, the arts and sciences, and their applications.

It has (1) an academical department, which includes literary, scientific, and normal courses of study; (2) a department of law; and (3) a department of medicine.

Each department has a full and able corps of instructors and the necessary appliances for giving the best instruction.

The number of students for the year 1873-'74 was, in the academical department, seniors, 19; juniors, 39; sophomores, 42; freshmen, 46; subfreshmen, 223; special, 38.

Total in academical department.....	412
In department of law.....	93
In department of medicine.....	65

Total..... 570

The school is deservedly popular throughout the State, and is doing a grand work for higher education in Iowa, under the administration of its able president, Dr. George Thacher.

PRIVATE AND DENOMINATIONAL INSTITUTIONS.

The enlightened educational spirit which has fostered so universally and so well the public schools has, with equal wisdom and zeal, laid the foundation for higher education, not only in the State institutions, but in the universities, colleges, academies, and other private schools established throughout the State.

The following is a list of universities and colleges, all, except the State University, under the control of corporations:

Statistics of universities and colleges, 1874.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, build-ings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fee.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship-funds.	
Burlington University	8	.....	74	.....	\$33,000	\$13,500	\$1,350	\$1,730	.....	.....	2,280
Cornell College	25	.....	405	54	65,000	40,000	4,000	7,000	80	.....	26,000
Central University of Iowa.	9	.....	181	33	60,000	50,000	5,000	3,500	.....	.....	2,000
German College	2	.....	5	15,000	21,000	.....	0	.....	.....	.....	.....
Humboldt College	4	0	111	100,000	0	0	0	0	0	80	2,000
Iowa College	15	68	258	72	84,548	74,589	7,000	1,500	0	7,032	26,150
Iowa State University	19	0	228	126	250,000	202,000	20,000	9,000	52,300	0	7,000
Iowa Wesleyan University ..	16	.....	444	114	54,500	53,595	.....	.....	.....	.....	21,860
Norwegian Luther College ..	10	.....	141	66	120,000	0	0	0	0	.....	22,831
Oskaloosa College	6	0	209	39	50,000	30,000	1,500	3,500	0	0	450
Parsons College .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Penn. College	9	.....	141	42	21,000	.....	1,500	2,760	.....	.....	1,060
Simpson Centenary College.	13	0	168	769	40,000	55,000	4,500	3,000	0	.....	4500
Tabor College	13	4	200	44	23,000	41,000	3,500	2,600	0	0	23,550
Upper Iowa University	16	.....	90	27	50,000	20,000	1,000	3,500	.....	.....	21,800
University of Des Moines ..	8	0	160	12	50,000	15,000	1,500	1,951	0	0	2,000
Whittier College	5	.....	168	.....	.....	.....	.....	.....	.....	.....	500
Western College	9	0	173	52	40,000	13,235	485	2,251	.....	9,250	21,500

a Includes society libraries.*b* Also 73 unclassified.*c* Three wholly, 5 in part.*d* Also 44 special students.*e* Also 59 students unclassified.*f* Also 7 special students.

WOMEN'S COLLEGES.

Besides the above-mentioned, two institutions specially devoted to the higher education of young women report to the Bureau of Education 25 instructors and 207 pupils, of whom 57 are in the regular collegiate course. One of these is authorized by law to confer degrees. Both have libraries, one of 500, the other of 600 volumes. In both vocal and instrumental music are taught, with drawing, French, and German, and in one painting is also added. Both have laboratories, but make no report of museums, apparatus, or gymnasiums.

SCIENTIFIC AND PROFESSIONAL TRAINING.

STATE AGRICULTURAL COLLEGE.

The State Agricultural College, at Ames, provides a thorough system of scientific and industrial education for both sexes, with courses of study in agriculture, horticulture, and forestry; stock-raising; mechanical, civil, and mining engineering; military tactics; and general science and literature.

Manual labor is a prominent and popular feature, each student being required to spend at least two hours a day in manual labor, either in the college building or on the farm, several hundred acres of which are kept under cultivation principally by student labor.

The attendance last year was as follows: resident graduate, 1; seniors, 19; juniors, 31; sophomores, 48; freshmen, 148; subfreshmen, 19—total, 266.

At the third annual commencement, November 11, 1874, there were 19 graduates, 14 of whom were gentlemen and 5 ladies.

President A. S. Welsh, LL. D., deserves great credit for his successful and rapid development of industrial education in Iowa.

SPECIAL INSTRUCTION.

THE COLLEGE FOR THE BLIND.

The College for the Blind, located at Vinton, provides, at public expense, an excellent school and home for all the blind of the State who choose to avail themselves of its ad-

vantages. The number in attendance last year was 112. There are literary, music, and industrial departments.

During the six years of Superintendent S. A. Knapp's excellent management the facilities of the school have been greatly improved.

Statistics of schools for scientific and professional instruction.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	
SCHOOL OF SCIENCE.									
Iowa State Agricultural College	17	....	295	4	\$438,337	\$226,378	\$30,000	a\$28,500	3,500
SCHOOLS OF THEOLOGY.									
Department of theology of Iowa Wesleyan University.	.....	.....	.....	2	.....	.....	.....	.....	.....
German Presbyterian Theological School of the Northwest.	4	....	8	3	20,000	17,000	1,000	.....	700
Swedish Lutheran Mission Institute.	3	0	45	4-2	.....	0	0	.....	.....
SCHOOLS OF LAW.									
Law department Iowa State University.	5	....	93	1	.....	.....	.....	3,950	2,600
Law department Iowa Wesleyan University.	2	....	16	2	.....	.....	.....	.....	.....
SCHOOLS OF MEDICINE.									
College of Physicians and Surgeons.	10	....	152	2	75,000	.....	.....	7,000	.....
Medical department of Iowa State University.	12	....	97	2	.....	.....	.....	.....	200
School of Pharmacy of Iowa Wesleyan University.	.....	.....	3	1	.....	.....	.....	.....	.....

a From State appropriation.

IOWA INSTITUTION FOR EDUCATION OF THE DEAF AND DUMB.

Staff, a superintendent, with 7 teachers, a physician, steward, matron, and assistant matron. Pupils at the session of 1873-'74, mid-year, 138—males, 76; females, 62. For the first time, a majority of the counties in the State are represented, while the records show that 33 counties have never sent a pupil to the school and 12 others only one each, though some of these are known to have several deaf mutes of suitable age to be instructed.

The instruction in the institution includes all the English branches commonly taught in the schools of the State, with such unsectarian religious training as can be given. Especial attention is devoted to practice in written language, with a view to the impartation of a fair knowledge of words and phrases and of a correct idea of the English language. This is held to be exceedingly important as a means of ready and intelligent communication with those around the pupils after they leave the institution, a very few in any community understanding the sign-language which deaf mutes use among themselves.

Handicraft training, most valuable to pupils of this class, had not, at the date of the last report, been introduced into the institution. The early introduction of it is recommended by the principal, as well as by the board of trustees, as of great expediency, if not of absolute necessity, since only by its means can the pupils go out to take their places as useful members of society.—(From tenth biennial report.)

REFORM SCHOOL.

The reform school at Eldora, has 146 boys and 11 girls. They are regularly taught in school and trained to work.

In the third biennial report, Superintendent J. McCarty enumerates among the most urgent wants of the school, more land to cultivate, a library, and provisions for teaching vocal and instrumental music.

SOLDIERS' ORPHANS' HOMES.

The State has taken good care of its soldiers' orphans, in homes established at Davenport, Cedar Falls, and Glenwood.

Of the children of the fifteen thousand Iowa soldiers who fell in the war of the rebellion, but two thousand have applied for admission and been received into these homes, which the women of Iowa had established during the war and which the State adopted at its close and has cared for since. They can soon be turned to other purposes.

EDUCATION OF CONVICTS IN THE STATE PENITENTIARY.

Maj. S. H. Craig, the efficient warden of the penitentiary, in his last report to the governor, says: "Of the 312 convicts received at the prison during the two years past, 46 could neither read nor write; 6 were but one step in advance of this position; 61 were but poorly educated, and properly come under the head of uneducated, making a total of 113." Efforts had been made, as far as the means admitted, to teach these prisoners to read and write, and with very encouraging success. Major Craig urged the importance of making further provision for giving instruction, at least to the more ignorant classes of prisoners.

An appropriation was made by the legislature, in accordance with this recommendation, for the salary of a chaplain and teacher. Rev. James Sunderland, who was appointed to this position, in a recent communication addressed to this Office, says: "I am happy to be able to say that our school is prospering quite satisfactorily. I have now 73 men in my classes. The youngest scholar is 13, my oldest about 45. The majority are young men, and these constitute the best part of my classes. Young men, serving medium-length terms, will receive the greatest advantages from this instruction. Young men, as a rule, I find both more interested and more apt to learn than older ones. It is astonishing to see the progress made by some of them. It is remembered, in estimating their progress, that they work hard every day; that many of them have but imperfect light in their cells, while evenings and Sundays are all the time they have to study; that they can only recite once a week; and yet, with all these disadvantages, I have one class, for instance, which in the two months I have been with them, has passed from the beginning of simple division to long measure in compound numbers, Ray's Arithmetic, and they knew nothing of this until taught here; and they understand what they have gone over as thoroughly as any class I ever taught in a public school. And besides the mere knowledge gained, it gives a sense of manliness to them, and I have no doubt that it will have a very salutary effect upon the future lives of the men. Dr. Craig is in hearty sympathy with this effort, as with everything that promises good to the prisoners, and provides for it as amply as his resources will allow. We have just added 300 volumes to the library, and put it in good order."

EDUCATIONAL ASSOCIATIONS.

STATE TEACHERS' ASSOCIATION.

The annual meeting of the State Teachers' Association was held at Des Moines, September 1-3, 1874. The following papers and addresses were given:

"Inaugural address," Pres. A. Armstrong, Council Bluffs; "English grammar in elementary schools," W. E. Crosby, Davenport; paper on same subject, J. H. Thompson, Des Moines; "Primary schools, their faults and remedies," Miss S. J. Porter, Des Moines; "Analysis of common school work," W. H. Beach, Dubuque; "Illustrative teaching," C. M. Greene, Des Moines; "Mathematics in high schools," A. N. Ozias, Des Moines; "Mental culture," R. A. Harkness, Garden Grove; "Industrial education and practical ethics," Mrs. Matilda Fletcher, Des Moines; "Culture and the reactionists," W. H. Wynn, Ames; "Growth," C. L. Porter, Boone; "Relation of the college to the common school," Pres. T. M. Bruner, Oskaloosa; "The press and free schools," Waldo M. Potter, editor Davenport Gazette; "The demand of the producing classes for a more practical education," Col. John Scott, Nevada; "The right of the State to establish schools for instruction in the higher branches in education," W. G. Hammond, LL. D., Iowa City; "The influence and education of the will," Hon. Alonzo Abernethy, Des Moines.

The following officers were elected: President, J. H. Thompson, Des Moines; secretary, C. P. Rogers, Marshalltown; treasurer, D. W. Lewiss, Washington.

SUPERINTENDENTS' CONVENTION.

During the month of May county superintendents' conventions were held at Charles City, Cedar Rapids, Fairfield, Des Moines, Council Bluffs, and Cherokee, the superintendent of public instruction attending and presiding at each. The meetings were

in session two days at each place, and in the aggregate were attended by 88 of the 99 superintendents in the State.

The principal topics discussed were normal institutes, examination of teachers, school inspection, teachers' associations, appeals, and annual reports. The first-named received most attention, in order that superintendents might enter upon their new duties, imposed by the recently-enacted law, with some degree of preparation and system. These meetings enable superintendents to compare views and profit by each others' experience, and tend to secure uniform and intelligent management. They give opportunity, also, for instruction in the interpretation of the school law and administration of school affairs.

LIST OF SCHOOL OFFICIALS IN IOWA.

Hon. ALONZO ABERNETHY, *State superintendent of public instruction, Des Moines.*

CITY SUPERINTENDENTS.

City.	Superintendent.	Post-office.
Davenport.....	Miss P. W. Sudlow.....	Davenport.
Des Moines.....	J. H. Thompson.....	Des Moines.
Keokuk.....	W. W. Jamieson.....	Keokuk.

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Adair.....	Miss Mary Childs.....	Arbor Hill.
Adams.....	W. W. Roberts.....	Mt. Etna.
Allamakee.....	J. W. Hinchon.....	Lansing.
Appanoose.....	G. W. Taylor.....	Dennis.
Audubon.....	H. G. Smith.....	Exira.
Benton.....	S. T. Shortess.....	Vinton.
Black Hawk.....	A. F. Townsend.....	Waterloo.
Boone.....	T. P. Coin.....	Boonesboro'.
Bremer.....	H. H. Burrington.....	Waverly.
Buchanan.....	A. Rowe.....	Jessup.
Buena Vista.....	J. Davis.....	Newell.
Butler.....	J. W. Stewart.....	Shell Rock.
Calhoun.....	Mrs. C. E. O'Donaghue.....	Twin Lakes.
Carroll.....	W. F. Steigerwalt.....	Carroll.
Cass.....	E. D. Hawes.....	Atlantic.
Cedar.....	C. W. Rollins.....	Tipton.
Cerro Gordo.....	Mrs. J. B. Dakin.....	Mason City.
Cherokee.....	W. F. Harriman.....	Cherokee.
Chickasaw.....	O. A. Truman.....	Bradford.
Clarke.....	A. P. Jenks.....	Osceola.
Clay.....	J. E. Chase.....	Annieville.
Clayton.....	J. F. Thompson.....	Elkader.
Clinton.....	Miss Lucy Curtis.....	Wheatland.
Crawford.....	N. F. Smith.....	Denison.
Dallas.....	J. M. Crocker.....	De Soto.
Davis.....	I. F. Jenkins.....	Bloomfield.
Decatur.....	J. C. Roberts.....	Leon.
Delaware.....	William H. Merten.....	Colesburg.
Des Moines.....	T. B. Snyder.....	Burlington.
Dickinson.....	A. W. Osborne.....	Spirit Lake.
Dubuque.....	N. W. Boyes.....	Dyersville.
Emmett.....	E. H. Ballard.....	Estherville.
Fayette.....	W. W. Quivy.....	West Union.
Floyd.....	Mrs. R. Duncan.....	Charles City.
Franklin.....	G. G. Clemmer.....	Hampton.
Fremont.....	C. W. Gould.....	Hamburg.
Greene.....	J. W. Huntington.....	Scranton.
Grundy.....	G. R. Stoddard.....	Alice.
Guthrie.....	G. C. Miller.....	Stuart.
Hamilton.....	C. W. Howd.....	Webster City.
Hancock.....	Eugene Marshall.....	Crystal Lake.
Hardin.....	Frank A. Moore.....	Eldora.
Harrison.....	Lemuel Gale.....	Magnolia.
Henry.....	Miss Anna E. Packer.....	Salem.
Howard.....	O. N. Hoyt.....	Cresco.
Humboldt.....	Julius Stevens.....	Humboldt.
Ida.....	A. L. Houser.....	Ida.
Iowa.....	H. H. Sheldon.....	Morengo.
Jackson.....	N. C. White.....	Maquoketa.
Jasper.....	C. D. Hipsley.....	Newton.

List of school officials in Iowa—Concluded.

County.	Superintendent.	Post-office.
Jefferson.....	T. A. Robb.....	Batavia.
Johnson.....	Amos Hiatt.....	Iowa City.
Jones.....	G. O. Johnson.....	Anamosa.
Keokuk.....	Henry D. Todd.....	Sigourney.
Kossuth.....	Asabel A. Bronson.....	Loft's Creek.
Lee.....	Wesley C. Hobbs.....	Ft. Madison.
Linn.....	Eli Johnson.....	Mt. Vernon.
Lucas.....	J. J. Allen.....	Chariton.
Lyon.....	W. S. Peiler.....	Rock Rapids.
Madison.....	Butler Bird.....	Winterset.
Mahaska.....	Jasper Hull.....	Oskaloosa.
Marion.....	I. Mershon.....	Knoxville.
Marshall.....	Miss Abbie Gifford.....	Marshalltown.
Mills.....	Ed. L. Kelley.....	Glenwood.
Mitchell.....	L. F. Winnek.....	Osage.
Monona.....	Miss Sarah Fulton.....	Onawa.
Monroe.....	A. J. Cassady.....	Albia.
Montgomery.....	R. W. P. Pattison.....	Red Oak.
Muscatine.....	Thomas W. Brown.....	Muscatine.
O'Brien.....	J. A. Smith.....	Pringhar.
Osceola.....	J. M. Jenkins.....	Sibley.
Page.....	Hugh Hoten.....	Page City.
Palo Alto.....	Albert L. Day.....	Emmitsburg.
Plymouth.....	James A. Harroun.....	Le Mars.
Pocahontas.....	Oscar I. Strong.....	Rolfe.
Polk.....	D. G. Perkins.....	Des Moines.
Pottawattamie.....	G. L. Jacobs.....	Council Bluffs.
Poweshiek.....	J. R. Duffield.....	Brooklyn.
Ringgold.....	R. F. Askren.....	Mt. Ayr.
Sac.....	John Dobson.....	Sac City.
Scott.....	P. S. Morton.....	Davenport.
Shelby.....	Aaron N. Buckman.....	Harlan.
Sioux.....	E. O. Plumb.....	Orange City.
Story.....	J. H. Franks.....	Nevada.
Tama.....	A. H. Sterrett.....	Toledo.
Taylor.....	John B. Owens.....	Bedford.
Union.....	J. M. Milligan.....	Afton.
Van Buren.....	Archie McDonald.....	Vernon.
Wapello.....	Clay Wood.....	Ashland.
Warren.....	H. A. Huff.....	Indianola.
Washington.....	Miss Clara Harris.....	Washington.
Wayne.....	William Datts.....	Corydon.
Webster.....	Frank Farrell.....	Ft. Dodge.
Winnebago.....	W. W. Olmstead.....	Forest City.
Winneshieck.....	G. N. Holway.....	Decorah.
Woodbury.....	A. R. Wright.....	Sioux City.
Worth.....	G. W. Whitcomb.....	Plymouth.
Wright.....	Thomas Garth.....	Clarion.

KANSAS. **STATISTICAL SUMMARY.***

	1873.	1874.
SCHOOL FUND.		
Amount of interest-bearing permanent school fund	\$1,003,681 99	\$1,083,426 41
RECEIPTS.		
From semi-annual dividend of State school money	231,917 23	261,952 62
From district tax for support of schools	931,058 69	895,093 85
Total from various sources	1,657,318 27	1,628,977 99
Decrease for the year	44,632 17	18,340 28
EXPENDITURES.		
Amount paid for teachers' wages	716,056 08	723,578 63
Increase for the year	119,444 14	7,522 55
For repairs and incidentals	51,504 06	51,263 70
Decrease for the year	7,382 62	240 36
SCHOOL POPULATION.		
Number of male persons of school age	95,156	101,872
Number of female persons of school age	89,801	97,138
Increase for the year	18,975	14,053
ATTENDANCE.		
Number enrolled	121,620	135,598
Increase for the year	9,524	13,908
Average daily attendance	71,062	77,386
Increase for the year	9,524	6,321
TEACHERS AND THEIR PAY.		
Number of male teachers in public schools	1,880	2,360
Increase for the year	133	480
Number of female teachers	2,143	2,683
Increase for the year	95	540
Average wages paid male teachers	\$38 43	\$37 24
Decrease for the year	1 77	1 19
Average wages paid female teachers	30 64	28 69
Decrease for the year	86	1 55
SCHOOL DISTRICTS AND SCHOOLS.		
Number of school districts	4,004	4,395
Increase for the year	555	391
Number of reports received from district clerks	3,847	4,181
Increase for the year	676	374
Number of school-houses—log 263, frame 2,273, brick and stone 597	3,133	.....
Number of school-houses—log 328, frame 2,606, brick and stone 609 .....	.....	3,543
Average length of school term in months	5.34	5.5

* From reports of Hon. H. D. McCarty, superintendent of public instruction, for the years ended December 31, 1873, and December 31, 1874.

ELEMENTARY INSTRUCTION.

EDUCATIONAL PROGRESS.

In his annual report for the year 1874, (page 3,) the superintendent states that, notwithstanding the financial depression and the disasters which have befallen the agricultural industries in portions of the State, and the consequent embarrassment to their present material progress, the increased interest in popular education has, in many respects, marked the year as one of the brightest in the calendar. The great popularity of an education *free to all*, together with the healthy public sentiment in favor of our public schools, has manifested itself in the liberal contributions for their support and in the almost lavish expenditure of money in the erection of costly buildings for their accommodation. Less than fourteen years ago, Kansas was admitted as a State, since which time our educational system has grown with her growth and developed with her development. In twelve years, the school population of Kansas has

increased from 13,976 to 199,010. The annual amount raised by district tax has been increased from \$10,381.81 to \$395,095.85; and the value of school-houses has been increased from \$10,432.50 to \$3,989,085.67. This valuation is considerably beyond that in so old a State as Maine, where the number of school-houses is greater, but the average quality probably not as good.

The increase of 410 new school-houses is worthy of note. For their character, see the next article.

SCHOOL-HOUSES.

The number of these built in the last year has been just referred to. The increase in the number of frame, brick, and stone ones is encouraging, though it might be wished that in a dry and windy region, such as most of Kansas is, the proportion of the last two materials were greater than it appears to be. Still, the accounts of the county superintendents indicate a good condition of these buildings, on the whole. Thus in Davis County it is said: "The majority of our school-houses are built of the beautiful magnesian limestone for which this country is noted. They are supplied with the latest improved style of furniture, and rival, in beauty and substantial worth, those of much older counties." In Dickinson, "During the year, the last log school-house in the county gave place to a comfortable frame one, and Abilene is now erecting an elegant \$12,000 school-house." In Greenwood, "Our schools are nearly all new, are of the most substantial character, and are generally supplied with maps, charts, &c." In Labette, "Six years ago, the Osages had possession; to-day, we have an intelligent population of nearly fourteen thousand, five thousand children of school-age, ninety-three school-districts, and all these, except two or three recently organized, have school-houses which would do credit to much older and wealthier States." In Linn, "Several good, commodious school-houses have been built during the past year and others furnished with improved furniture and other appurtenances." In Morris, "The school-buildings are all respectable, some elegant." In Hutchinson, Reno County, "A very commodious and elegant house, costing about \$14,000, while the country districts generally have good houses." In Saline, "One school-house, built this year, in Salina, will cost about \$30,000." In Shawnee, "Our school-houses, with few exceptions, are new, commodious, of excellent design, and good workmanship." In Wabaunsee, "At Alma a building in course of construction, to cost \$5,000." And almost nothing appears on the other side to offset this general good report.

BOOK-KEEPING AND DRAWING.

The superintendent recommends that book-keeping be added to the list of studies required to be taught in all the public schools of the State, and that the law be so amended.

To show the great need for such instruction in the schools of the State, it is only necessary to glance through the reports of the county superintendents. It is stated that nearly every one complains that the district clerks' reports are inaccurate and incomplete; the district treasurers' accounts are so "mixed up as to be incomprehensible;" they "can neither tell how much school-money has been received, how much has been paid out, nor how much is in the treasury."

In his report for 1873, he earnestly recommends that drawing be included in the list of studies taught in the public schools of the State. He believes that the necessities of the State demand this instruction, and that it can be given, although the teachers have received no special instruction therein.—(Report for 1874, pp. 5-7.)

COUNTY SUPERINTENDENCY.

In his report for 1873 (pp. 4-17) the superintendent discusses at considerable length the question of school supervision, showing the necessity for it by the experience of other States and countries, and also by its results in Kansas. He says: "The high state of perfection to which our schools have been brought, their deservedly increased popularity, and the improvement in methods of instruction that may have been noticed in many of them, is principally due to the earnest and efficient efforts of the county superintendents. No other instrumentality has ever done so much towards harmonizing, utilizing, and popularizing the free public schools of the United States as that of city and county supervision."

WOMEN AS TEACHERS AND SCHOOL OFFICERS.

The superintendent thinks that women possess in a greater degree than men the natural characteristics of teachers. At present, however, on account of the inadequate remuneration for teaching, they have little competition in the work, since, except as superintendents, principals, or teachers in high schools or colleges, only those men are willing to teach for any length of time who have not the requisite qualifications to make them successful in other departments of life.

"As county superintendents, the verdict is that those elected in this State have done their work faithfully and well, as well as the best and far better than many of

the men?" The superintendent hopes "that this new field, as well as professional chairs in high schools and colleges, will remain open to all, male and female, in fair and honorable competition."—(Report for 1873, pp. 23-25.)

MATURE TEACHERS NEEDED IN PRIMARY SCHOOLS.

The practice of placing young girls or boys, 16 or 18 years of age, with immature minds, defective scholarship, and no special training for their work, in charge of small children, because they are small, is strongly condemned. The idea that "any one can teach little children" is regarded as a fatal mistake. On the contrary, the primary of all schools ought to be the best; the teachers the ablest, the most scholarly, the best trained for the work, and should possess in an eminent degree a knowledge of the laws of the child-mind and the qualities of ingenuity and tact and adaptation of means to an end.—(Report for 1873, p. 25.)

COURSE OF STUDY FOR DISTRICT SCHOOLS.

In 1873 there was published by Superintendent McCarty a well-arranged course of study for the primary, intermediate, and advanced grades of the public schools, with a view to harmonizing the instruction given in them. It was thought that this might serve a double purpose, first, that teachers might thus have a guide as to the studies to be taught simultaneously and consecutively, and, next, that county superintendents might thus have a standard by which to judge of the comparative progress of the different schools within their jurisdiction.

This course includes, for the four sections of the primary grade, reading, language, and numbers up to the conclusion of primary arithmetic, for which Felter's is recommended; for the three sections of the intermediate grade, reading, spelling, writing, language, arithmetic, and geography—the arithmetic reaching through philosophical problems in Felter's Practical and the geography through a tolerably fair course; for the two sections of the advanced grade the studies of the intermediate one are continued, with book-keeping, physiology, botany, zoölogy, the science of common things, and history. Instruction in vocal music and moral lessons runs through the course.

An excellent paper on methods accompanies the sketch given of the course and a set of text-books named is recommended for use, but not made compulsory.

INCOMPETENCY OF TEACHERS.

In his report for 1873, (p. 20,) the superintendent says that, notwithstanding the great good which the normal schools of the State have done and are doing, they are believed to be wholly insufficient to supply the pressing demands of the common schools for trained teachers. Not more than one in four of the teachers of the common schools of the State is fitted for the place he occupies, in respect to scholarship, methods, principles of teaching, general intelligence, ability to organize and govern a school, breadth, symmetry, and poise of character. The gradations of unfitness and incompetency reach from the barely passable to the lack of every element of fitness for the work.

One-third, or 1,500 of the 4,600 teachers of Kansas, retire from the profession each year; consequently, 1,500 new recruits must necessarily enter each year to supply their places, under whose instruction sit nearly 40,000 children. Of the 4,500 teachers in the State, only a little over 1,300 are deemed worthy of the first-grade certificate. The second grade, denoting qualifications barely passable, is held by 2,000 teachers; and the third, denoting "no particular qualification," by 1,200.

TRAINING OF TEACHERS.

EMPORIA NORMAL SCHOOL.

The school year closing in 1874 has been one of encouraging success here. The establishment of a model school, consisting of a high and grammar department and of an elementary training school in connection with the normal department, has produced good results, in the better professional training of teachers. Notwithstanding the financial distress of the State, a larger number of students were in attendance than ever before in the history of the school. The aggregate enrollment was 236; in the normal department, 191; high and grammar school, 20; training school, 25. The enrollment for 1873 was 172 in normal department; training school, 47.—(State report for 1874, pp. 154, 155.)

LEAVENWORTH NORMAL SCHOOL.

During the year 1874 there were enrolled 235 pupils in the normal department, with an average attendance of 145. In 1873 the number enrolled was 99. The school is rapidly increasing, but with the present teaching force of 7 instructors it is impossible to secure the efficiency that is to be desired. The last legislature overlooked the wants of the school, and an earnest appeal is made to the one for 1875 for provision for 3 additional teachers. An appropriation for a library is also asked for; none is now possessed of practical value to normal students, except Chambers' Encyclopedia.

The principal says, with apparent justice, that the advantages which this school possesses in its practical department cannot be excelled. He writes: "We have the use of all or any of the city schools for our training schools, in which the normal students study, observe, and practice teaching. At the present time we make use of only those children (about 800) who attend in the normal school building. These 800 are thoroughly graded, are under admirable discipline, and form our training school." This is, indeed, a great advantage.—(State report for 1874, pp. 162, 163.)

CONCORDIA NORMAL SCHOOL.

This new school, established during the last year, had, during the first seven weeks of the first term, enrolled 66 students in the normal department, with an attendance of about 80 in the training school. The board of directors report in November, 1874, that applications and inquiries received induce the belief that the attendance will be over 100 at the commencement of the next school term, and will more than double by September, 1875, showing the great need of the school in that portion of the State. The building is a good stone structure, erected at a cost of about \$7,000, and of capacity to accommodate 150 students.—(State report for 1874, pp. 169-172.)

QUINDARO STATE NORMAL SCHOOL FOR THE COLORED RACE.

The report of this school for the year 1873 remarks that the antecedents of the population for whose benefit this school is designed preclude, thus far, the establishment of an advanced standard of admission, but it is being gradually raised. The enrollment during the year was 82; the average daily attendance, about 33; this irregularity of attendance resulting from the limited means of parents. The deportment and progress of the scholars are said to be, for the most part, praiseworthy.

SECONDARY INSTRUCTION.

HIGH SCHOOL COURSES.

In the report for 1873 (pp. 253-273) there was published a carefully-digested course of study and classification for the public high schools of Kansas, prepared at the instance of the regents of the university. The end proposed was the completion of the public school system by the organization of substantially uniform high schools, connecting with the graded schools on the one hand and the State university and agricultural college on the other.

Three courses were embodied in the sketch, designed to meet the wants of three different sets of students—one a classical, one a scientific, and the third an English course. Four years were to be given to either of these courses, in order to its full completion, and the opinion was expressed that in each school adopting the courses four teachers would be found necessary to carry on the work indicated in the plan.

In the classical course Latin is begun in the first year, and continued through each succeeding one. Greek is begun in the second year, and continued to the close. The other studies are arithmetic, algebra, geometry, physical geography, history, and zoölogy.

In the scientific course, German and French take the place of Latin and Greek, the German beginning with the first year and running through the third, while French is reserved for the last year; natural philosophy, chemistry, physiology, geology, and botany are added to the zoölogy of the other course; and beyond geometry come trigonometry and spherical and physical astronomy.

In the English course the studies are the same as in the scientific, except that in place of German and French come studies in English language and literature, rhetoric, and logic.

A paper "On methods" accompanies the schedule of studies, giving clear directions as to the means of making each study most effective. For example, on "Languages" the advice is given that practice and theory should be so combined as to tax memory and reflection equally, and that, to this end, the language studied should not be taken up part after part, but in such a way as to develop its entire structure from its prime organic element, the simple sentence. The substantive, the verb, and their relations should therefore be mastered together. As acquaintance with the inflections of the tongue admits, the more complicated constructions should be developed, but according to a certain systematic order, which may show the pupil the possibility a language has for expressing such ideas; for instance, as purpose, causation, condition, agency, circumstance, &c. In order to readiness in the use of the inflections and in the application of the principles of construction, it is recommended that copious and familiar exercises should be given on every point and the ear be more exercised at the outset than the eye. Great attention to pronunciation is also recommended, the committee inclining to the revived Roman and modern Greek in preference to all others for the classic tongues, with frequent translations into the vernacular, with memorizing of passages from authors read, and with daily reviews and term reviews, the former consisting of translations of the text from the teacher's dictation and the latter of written synopses in the language of the text, everything to be treated, too, in connection with its proper historical setting and with due attention to geography.

As to other studies, equally explicit instructions are given, so that, if the Kansas secondary schools should not eventually excel, it will not be from want of clear suggestion as to good methods of instruction.

GRADED SCHOOLS.

Of the 70 graded schools in 26 towns and cities of the State, all but 4 have connected with them high school courses, in which are engaged an aggregate number of 1,066 pupils; 8 of these schools appear to have at least the beginnings of libraries, valued at from \$24 to \$1,000; all but 7 have apparatus ranging in value from \$25 to \$1,000; 16 of these school-houses are built of stone, 37 of brick, and 17 are frame.

OTHER SECONDARY SCHOOLS.

The private or denominational institutions which afford secondary instruction reporting statistics for 1874 are: (1) St. Benedict's College, (Roman Catholic,) Atchison, with 7 instructors and 110 students, 27 of whom are known to be preparing for college. (2) The College of the Sisters of Bethany, Topeka, (Episcopal,) with primary, preparatory, and collegiate departments, a fine new building lately completed and occupied, with ample gymnasium, and fitted with all the modern conveniences for both comfort and instruction. (3) Mt. St. Mary's Female Academy, (Roman Catholic,) conducted by the Sisters of Charity, with an attendance of about 50 students and 9 instructors. How many of the pupils in the last two are engaged in the secondary studies does not appear. (4) The Geneva Academy, (Presbyterian,) with 2 instructors and 100 pupils, all in English studies, 40 of whom are, however, looking to a classical course in college. (5) The Western Methodist Collegiate Institute at Hartford, with 3 instructors and 105 students, not classified. In both these last, drawing and vocal music are taught and in the former instrumental also. The former has, also, a laboratory and apparatus, and a library of about 500 volumes.

BUSINESS COLLEGES.

Two of these institutions report to the Bureau for 1874 a total of 4 instructors and 179 students, of whom 140 are males and 39 females. One of them has a library of 85 volumes. Their courses are 6 months and 1 year respectively.

SUPERIOR INSTRUCTION.

UNIVERSITY OF KANSAS.

The regents in their report for 1874 say that the reduction of the State appropriation for the salaries of faculty for that year from \$13,200 to \$15,000, together with the present impoverished condition of the State, has necessitated a reorganization of the faculty on a much lower scale of expenditure than would otherwise have been deemed advisable. The number of instructors was reduced from 11 to 10 and the number of regular professors from 9 to 6, these being supplemented by the appointment of three assistant professors at lower rates of compensation. These changes, the chancellor states, have not interfered with the regular progress of educational work, though they may somewhat have changed its quality. The receipts of the year from State appropriation were about \$29,244, and from all sources, \$31,295. In place of Chancellor Frazer, who resigned to become State superintendent of public instruction, the regents, in November last, elected James Marvin, D. D.

The library received additions by purchase during the year of about 450 volumes, besides \$100 worth of periodicals, \$1,500 in all being expended for that purpose. The faculty, in a memorial to the regents, declare that the greatest deficiency of the institution is in the still meager supply of its library, which, aside from public documents, numbers only about 1,000 volumes. The present attendance, it is stated, is greater than ever before, particularly in the higher classes, and this result is owing, in a perceptible degree, to the recent acquisitions of the library, and the appropriation of \$1,000 for this purpose for the coming year is asked for as the least amount that can supply the most pressing wants of the library.

The aggregate attendance for the year was 173, of whom 58 were in the collegiate department. During the ten months of the year 1873 for which the statistics were reported the total enrollment was 239; of these 81 were in the collegiate department.

The only institution for superior instruction, other than those connected with the State, mentioned in the report of the State superintendent, is Baker University, at Baldwin City, under the auspices of the Methodist-Episcopal Church. The total attendance of students here was for 1874 101, of whom 61 were gentlemen and 40 ladies. Of these, 19 were in the collegiate department and 82 in the preparatory and scientific.

St. Benedict's College, Atchison, on the west bank of the Missouri River, previously mentioned, reports itself as an institution whose object is to impart to young men a thorough education, which will make them capable of filling any situation in life. It is under the superintendence of the Benedictine Fathers, who have been specially

noted for their literary culture, and aims to develop alike the moral, the religious, the intellectual, and the physical nature of the youth committed to it. Its course of studies is divided into three departments, Latin, Greek, and English, with either of which may be connected instruction in mathematics, natural sciences, book-keeping, modern languages, history, geography, penmanship, the fine arts, and declamation. Its catalogue for 1873-'74 presents a faculty of 8 members and a corps of students numbering 105.

Statistics of universities and colleges, 1874.

Names of universities and colleges.	Corps of instruction.		Number of students.		Property, income, &c.						Number of volumes in library.*
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship-funds.	
Baker University*	5	0		20	\$30,000	\$0	\$0			\$0	560
Highland University*	6	1	145	25	20,000	25,000	2,000			3,500	5,000
Lane University*	2		70	11	15,000	11,000	1,100				
St. Benedict's College	7		a110								2,000
St. Mary's College	9	0		80	100,000			\$12,000	\$0	0	61,700
State University	10		115	59	200,000	10,300	721	1,295	29,244		62,100
Washburn College*	3	0	25	11	70,000	31,000	3,720				2,000

* From Report of Commissioner of Education for 1873.

b Includes society libraries.

a Unclassified.

c Including board.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

KANSAS AGRICULTURAL COLLEGE.

The congressional grant to this institution, amounting to about 90,000 acres of land, has been sold, as occasion offered, and the proceeds invested in paying securities. The income received from this source amounts in ordinary years to about \$20,000, a sum which now meets the expenses of instruction, and ultimately, it is expected, the sum will be \$40,000 or \$50,000 annually. The institution, then, is not a State institution in the sense of being supported by the State. An appropriation of about \$25,000 is needed for the erection of workshops, the expenditure of any part of the congressional endowment for that purpose being prohibited. The sum mentioned, it is estimated, would be sufficient to erect five workshops, which would afford all the room needed for the instruction of 500 students.

The attendance during the year 1874 was 208, of whom 139 were gentlemen and 69 ladies. The average attendance for 1873 was 127, of whom 81 were gentlemen and 46 ladies. The average age of the gentlemen was 19.2 years and of the ladies 17.7. The reports of the sewing, printing, and telegraphic departments indicate that good work is being done in them. There was an average attendance in the printing department of about 35 students, 9 of these being ladies. In the elementary class, the average rapidity of composition was 600 ems per hour. The young ladies in the sewing class, averaging about 28, have made rapid progress in hand and machine sewing, including the art of cutting, fitting, and making clothing.

The college farm has been no exception to the general failure caused by the locusts and drought. There was an entire failure of the corn-crop, and a diminished yield of barley, roots, potatoes, and grasses. The entire spring-planting of fruit trees in the nursery and in the orchard, with the exception of pears, was ruined by the locusts. Forest trees also shared in the disaster, even evergreens of most varieties, where they were not entirely killed, suffering materially. There were up to July 1 more than a thousand varieties of apples on the farm, many of which were lost by the great scourge. The experimental pear orchard contains about 600 trees and 235 varieties. Such attention as the means of the institution would permit has been given to forest-culture, with especial reference to the wants of the State.

The literary departments of the college include farmers', mechanics', commercial, and women's courses, the full curriculum carrying the graduate, it is claimed, to the point reached by the best American colleges.

Statistics of schools for scientific and professional instruction.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	
SCHOOL OF SCIENCE.									
Kansas State Agricultural College	15		209	6	\$109, 091	\$213, 907	\$20, 000	\$28, 012	63, 032
SCHOOL OF THEOLOGY.									
Theological Seminary of the Diocese of Kansas.....									

a From State appropriation.

b Includes society library.

cOf this, a Protestant-Episcopal seminary, the bishop writes in 1874: "Our theological school is started, and there is none other distinctively such in the State. The Roman Catholics had one in this city, (Topeka,) but it was last year removed to Wisconsin."

SPECIAL INSTRUCTION.

KANSAS INSTITUTION FOR INSTRUCTION OF THE BLIND.

Officers: a superintendent, matron, physician, 2 teachers of English studies, 1 of music, 1 of handicraft. Pupils for 1873-74: males, 21; females, 19—total, 40.

Studies in school: reading in Boston type and New York point, spelling, writing with grooved cards, arithmetic, grammar, political and physical geography, rhetoric, printing in New York point, ancient history, United States history, Constitution of the United States, geometry, vocal and instrumental music. Studies in the shops: broom-making, brush-making, and mattress-making; in the domestic department: plain sewing, knitting, bead and fancy work.

Receipts for the fiscal year ended November 30, 1874, \$3,880.37; disbursements the same, leaving of the State appropriation (\$9,422) a balance of \$541.63 undrawn.

The institution receives pupils from 9 to 21 years of age. But it is expected that they should have the elements of instruction imparted to them before their coming, either at their homes or in the district schools, where they can learn to count, add, subtract, multiply, and divide, as well as to spell words of one or two syllables, to define the meaning of words, to read letters in raised print, to give facts in geography, to repeat hymns and passages of scripture, and to sing tunes or play on some simple instrument. Thus prepared, they may, unless of unsound mind or confirmed ill-health, or of fixed immoral character, be admitted to the benefits of the institution without charge, except for clothing, traveling, and incidental expenses.—(From seventh annual report.)

LIBRARIES.

The Kansas State library, Topeka, reports for December, 1874, an increase of 1,052 American and 24 foreign books during the year. Of these additions, 741 have been by gift and exchange and 335 by purchase. The whole number of volumes at present in the library is 10,317, composed of law, documentary, and miscellaneous books. The proceeds of the sale of the supreme court reports, amounting to about \$2,000 annually, are appropriated to the increase of this library.

College libraries.—These foot up, for the State, about 17,852 volumes, though in some instances the libraries of college societies are not included in the returns and in others these returns do not extend into 1874.

Other libraries.—An intelligent and well-informed correspondent of the Bureau writes that there are at Topeka, Lawrence, Laramie, Leavenworth, and other of the towns, public libraries from which books are circulated, some of them quite large and successful. The teachers' association of Douglas County have also a library at Lawrence, that of Miami County one in process of formation, and the lawyers of Leavenworth one at that place.

LECTURES.

The correspondent above referred to says that the popular eastern custom of diffusing general information by public lectures prevails as far west as Kansas, and that many of the "stars" visit the State on lecturing tours, though the selections are not always the best.

The lectures delivered in connection with the gatherings of teachers' institutes also contribute to diffuse information among the people, especially as some of these are by well-trained college professors.

LIST OF SCHOOL OFFICIALS IN KANSAS.

Hon. JOHN FRAZER, *State superintendent of public instruction, Topeka.*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Allen	J. E. Bryan	Humboldt.
Anderson	L. H. Osborn	Garnett.
Atchison	J. E. Remsburg	Atchison.
Barbour	S. B. Douglas	Sun City.
Barton	H. A. Brundige	Great Bend.
Bourbon	Joseph H. Lawhead	Ft. Scott.
Brown	R. C. Chase	Hiawatha.
Butler	John Blevins	Eldorado.
Chase	F. B. Hunt	Cottonwood Falls.
Cherokee	H. W. Sandusky	Sherman City.
Clay	J. S. Dodson	Clay Centre.
Cloud	Samuel Doran	Concordia.
Coffey	Miss M. P. Wright	Burlington.
Cowley	Thos. A. Wilkinson	Winfield.
Crawford	A. J. Georgia	Girard.
Davis	J. A. Truex	Junction City.
Dickinson	A. M. Crary	Abilene.
Doniphan	D. D. Rose	Troy.
Douglas	D. Shuck	Lecompton.
Edwards	W. C. Knight	Kinsley.
Ellis	DeWitt C. Smith	Hays City.
Ellsworth	John Connor	Ellsworth.
Ford	Thos. L. McCarty	Dodge City.
Franklin	A. C. Peck	Ottawa.
Greenwood	H. T. Johns	Eureka.
Harvey	F. L. Faatz	Newton.
Howard	J. N. Young	Paw Paw.
Jackson	T. W. Ramey	Holton.
Jefferson	Chas. Smith	Perry.
Jewell	T. J. Patterson	Jewell Centre.
Johnson	Andrew Renwick	Olathe.
Labette	Mary A. Higbey	Oswego.
Leavenworth	Wm. H. Bradshaw	Leavenworth.
Lincoln	J. P. Harmon	Vesper.
Linn	R. B. Bryan	Mound City.
Lyon	A. D. Chambers	Emporia.
Marion	Mrs. M. J. Sharon	Marion Centre.
Marshall	Alvinza Jeffers	Irving.
McPherson	Philip Wickersham	McPherson.
Miami	B. D. Russel	Fontana.
Mitcheall	Cyrus Gaston	Cawker City.
Montgomery	B. P. Cunningham	Independence.
Morris	J. E. Minney	Council Grove.
Nemaha	Abijah Wells	Seneca.
Neosho	T. P. Leach	Thayer.
Norton	M. J. Fitzpatrick	Almena.
Osage	E. C. Newton	Osage City.
Osborne	Wm. L. Bear	Osborne City.
Ottawa	J. H. Elder	Minneapolis.
Pawnee	Emma Johnson	Ft. Larned.
Phillips	C. J. Van Allen	Kirwin.
Pottawatomie	J. J. Hostutler	Louisville.
Reno	J. P. Cassidy	Hutchinson.
Republic	David C. Gamble	Seapo.
Rice	R. D. Stephenson	Brookdale.
Riley	J. F. Billings	Manhattan.
Rooks	A. S. Avery	Rooks Centre.
Russell	Ira S. Fleck	Bunker Hill.
Saline	D. Q. Miner	Honek P.-O.
Sedgwick	John Y. Zimmerman	Wichita.
Shawnee	Miss Una Hebron	North Topeka.
Smith	Henry C. Ellis	Gaylord.
Sumner	S. B. Fleming	Wellington.
Wabaunsee	P. W. Kroenke	Alma.
Wallace	Thomas Smith	Wallace.
Washington	G. J. Main	Washington.
Wilson	W. B. Shirley	Fredonia.
Woodson	A. F. Palmer	Defiance.
Wyandotte	W. W. Dickinson	Wyandotte.

KENTUCKY.

STATISTICAL SUMMARY.

The following is the estimate for the year ended June 30, 1874:*

SCHOOL-FUND.

A statement of moneys which may be expected to be paid into the treasury during the year ended June 30, 1874, subject to the order of the superintendent of public instruction, viz :

Amount of revenue 1873, as per valuation of 1872, at 20 cents.....	\$807,337 50
Amount of delinquents relisted with sheriff.....	30,000 00
	<hr/>
	837,337 50
Less sheriff's commissions, &c	110,000 00
	<hr/>
	727,337 50
From interest on State school-bonds.....	79,620 00
From Bank of Ashland.....	1,000 00
From Bank of Kentucky.....	6,000 00
From Commercial Bank of Kentucky.....	6,000 00
From Farmers' Bank of Kentucky.....	8,400 00
From Farmers and Drovers' Bank.....	1,000 00
From tax on billiards.....	2,000 00
From tax on dogs.....	1,500 00
From Bank of Shelbyville.....	900 00
From sheriff's old balances	20,000 00
	<hr/>
Total	853,757 50
Balance in treasury July 1, 1873.....	63,593 45
	<hr/>
	917,350 95
Deduct estimated amount of unpaid school drafts for the year 1872, on July 1, 1873	\$150,000 00
Deduct estimated amount of \$727,337.50 to cover balances un- collected July 1, 1874	50,000 00
	<hr/>
	200,000 00
	<hr/>
Estimated amount to be distributed for school-year 1873-74.....	717,350 95

The interest on county school bonds is not included in the above estimate.

The estimate for the school year ending June 30, 1875, is: white school fund, \$875,946.19; colored school fund, \$21,660.63—total, \$897,606.87.

Statement of money raised in the districts for school purposes during the year 1873-74.

Amount raised by local taxation, as reported.....	\$93,414 04
Amount raised by other means, as reported.....	71,043 17
Total amount raised in districts, as reported.....	193,633 07
Whole amount apportioned to counties by the State.....	439,196 64
	<hr/>
Total receipts for school purposes for school year 1873-74.....	632,279 71

The apparent error in the "total amount raised in districts" is owing to the fact that many districts reported only the whole amount raised, not specifying the amounts raised "by local taxation" or "by other means." The amounts given cannot be taken as entirely correct, many districts having failed to report.

*From report of Hon. H. A. M. Henderson, State superintendent of public instruction, for the scholastic year ended June 30, 1874.

SCHOOL STATISTICS.

Number of school districts in the State.....	4,145
Number of school districts in which schools were taught, as reported.....	2,823
Whole number of children of school age reported.....	427,526
Highest number attending school.....	191,112
Lowest number attending school.....	53,062
Average number in attendance.....	114,603
Number of teachers employed in public schools: males, 2,656; females, 1,017..	3,673
Number of private schools reported.....	463

SCHOOL-HOUSES.

Number of school-houses built in 1874.....	141
Whole number of school-houses in the State.....	3,118
Value of school-houses built in 1874.....	\$25,674 93
Total value of school-houses in the State.....	714,735 00

Table showing the progress of the school system by decades for the past thirty years.

Year.	Number of communities in the State.	Number of communities reporting.	Whole number of children reported.	Highest number at school.	Lowest number at school.	Average.
1844.....	98	37	17,538	.....	.....	8,204
1854.....	103	102	207,210	.....	.....	76,429
1864.....	110	110	249,920	.....	.....	83,956
1874.....	116	116	427,526	191,112	53,062	114,603

Mr. Henderson says: "The preparation of these statistics has been a matter of immense labor, and yet the exhibit is very unsatisfactory, for the reason that many of the districts have made no report and others only partial ones. We have been able, however, to make an approximate estimate that will be of value as a means of ascertaining the efficiency of our common schools.

"The superintendent is maturing a plan which he thinks will secure accuracy in statistics. He proposes to require of the teacher, as a condition of receiving his pay, that he make the reports now required of the trustee, except that of the census and the time the school has been taught. The law, as it now stands, is amply sufficient to secure this, if he can secure the co-operation of the commissioners."

ELEMENTARY INSTRUCTION.

GENERAL REVIEW OF EDUCATIONAL PROGRESS.

Notwithstanding that the school-year of 1873-74 has been a period of public anxiety and private embarrassment, there is cause for congratulation to the friends of education. The day of factious opposition to common schools in the legislature is past. Representative men in every portion of the State have been pleading the subject before the people, and they and the superintendent have everywhere been heard, with approving attention, by friendly audiences. The Teachers' Association may be said to be thoroughly organized in every county, and in the State association they are united by delegated representatives in a federal head. Until this year there was no margin for growth provided in the law. Now the right of district taxation will enable local enterprise to develop a common school system commensurate with the wants of the State. The diligent efforts made to report every child entitled to the benefits of the school fund indicate an increasing interest in the system. The scheme for a normal school is rapidly gaining in popular favor, and it is hoped that the next general assembly will give this fitting crown to the school system. The healthy growth of public sentiment in the State in behalf of common schools is one of the most pleasing features of progress. Until lately no subject of legislative treatment was regarded with so much apathy as popular education fostered by the State. Now the department of education has assumed a co-ordinate rank with the other branches of the State government; the office of superintendent receives respectful notice from the law-makers; and the committees of both branches of the legislature are made up from among the best material the general assembly affords. Almost everything in the present condition of affairs in the State is calculated to inspire hope and courage in the friends of education.—(State report, pp. 5-7.)

FINANCIAL CONDITION.

An unanticipated decrease of the distributable fund for the school year ended June 30, 1874, rendered necessary a shortening of the school term. This was authorized by an act of the legislature; and, sufficient provision not having been made for the payment of teachers, the same act also authorized the transfer from the revenue proper to the school fund of a sufficient amount to liquidate teachers' claims. If this sum could not be supplied from the revenue proper, authority was given to borrow the necessary amount until the taxes should be paid into the treasury. This measure afforded great relief, enabling the superintendent to meet all school claims for the year on presentation.

There is, under the existing revenue laws, great difficulty in making an accurate estimate of the resources of the school fund. The estimates for the school year ending June 30, 1875, are, of necessity, predicated on the value of the taxable property of the State for the year 1873. If, therefore, the value of taxable property for the year 1874 should prove to be materially less than that for 1873, the school money to be distributed will be lessened in that proportion.

The permanent remedy for this and other financial troubles which have embarrassed the school system is, the superintendent says, "either to make the school year synchronize with the fiscal year or else to accommodate the revenue laws to the school system. Until there is such an adjustment, suspension is inevitable each succeeding scholastic year." In his opinion, "The change made in 1870, of the beginning of the school year from January to July, was a mistake. Under the old system of payments, (the school year being synchronous with the calendar year,) suspension could not have occurred; but, having once adopted this, it will be difficult to get back. It would be impossible, indeed, without a lapse of six months in the year within which it would go into effect."—(State report, pp. 11-23.)

HOW TO DEVELOP THE SCHOOL SYSTEM.

A prolific source of much discontent with the quality of the public schools in this State, as compared with those of States lying to the north and west, is a mistaken idea that it is the purpose of the State to endow and support a perfect system of free schools.

The State of Kentucky has an endowment-bond of \$1,327,000, a surplus-bond of over \$300,000 for the counties, \$73,500 of bank-stocks, a tax upon banks, and several minor sources of revenue. She levies a direct tax of two mills on the dollar. Her State provision compares favorably with that of the most advanced States; but it is inadequate to furnish, in every district, the kind of schools desired. It is only by local enterprise that the people of those States that have achieved such magnificent results for their school systems have succeeded. These results are obtained by local taxation. It is only necessary, then, for Kentucky to adopt the financial policy of other States, to attain the same results. The people hold the solution of the school problem in their own hands. When the educational sentiment of the State is elevated to this plane, the school system will develop here as in other States.—(State report, pp. 63-65.)

NON-ATTENDANCE.

The superintendent speaks of non-attendance as a "crying evil." He says: "If, as is estimated, 125,000 children, reported in the census, attend private schools, there still remains the alarming fact that 111,000 children in the State did not attend school at all during the last year. It is fair to presume, however, that a large number of these children, at some time between the ages of 6 and 20, *do* go to school and acquire the rudiments of learning.

"The United States census report shows that there are 249,567 persons in the State, 10 years of age and over, who cannot read, and 43,826 white males and 62,725 white females, over 21 years of age, who cannot write. Take into account, in addition, the illiteracy of the large negro population of the State, and the necessity of raising the popular intelligence is made alarmingly apparent. It is stated that there are 40,000 white voters who cannot read their ballots. Surely there is a demand for light to dispel this night of ignorance."—(State report, pp. 141, 142.)

SCHOOLS FOR COLORED CHILDREN.

The general assembly passed, in February, 1874, a school law for the benefit of the colored people, and measures were at once taken for the organization of the system. The fund at immediate command is small, furnishing only fifty cents for each pupil child. Should Congress pass what is known as the educational bill, appropriating to public school purposes the proceeds of the sales of the public lands, Kentucky's proportion of this fund would aggregate nearly \$60,000. This would, by the law, be dedicated to the support of colored schools, and would furnish a fund sufficiently large to make their per capita equal to that now apportioned to the whites. Commissioners are enjoined to give the colored people all the facilities possible for the organization of

their schools, in which endeavor they will have the hearty co-operation of the superintendent.

The colored school fund consists of the present revenue tax of forty-five cents on each \$100 of property owned by colored persons; a capitation tax on each colored male over 21 years of age; all taxes levied and collected on dogs owned or kept by colored persons; all State taxes on deeds, suits, or any license collected from colored persons; all the fines, penalties, and forfeitures imposed upon and collected from colored persons due the State; all moneys hereafter donated by Congress from the sales of public lands, the *pro-rata* share to each pupil not to exceed that to the whites. The assessors are to keep separate lists of property of colored citizens; ages of pupil children from 6 to 16; three colored trustees to a district, appointed by the county commissioner; duties of superintendent and commissioners similar to those under white laws; separate State teachers' association and county institutes. The State board of education makes rules and regulations for the government of colored schools.

Louisville, Lexington, and other cities of the State have made handsome municipal provisions for the education of their colored children.

In Barren County, since the passage of the law providing for colored schools, twenty-one districts have been organized, averaging about fifty children. Twelve certificates have been awarded to colored teachers. Seven schools are now in operation.—(State report, pp. 29, 30.)

SCHOOL DISTRICT LIBRARIES.

The school law provides for the organization of district libraries for the use of the district in which each may be located. But the superintendent says (report, p. 51) that the existence of such libraries in Kentucky is a mere statutory myth, and that he does not know of a single library belonging to any school district in the State.

UNIFORMITY OF TEXT-BOOKS.

Nothing has created more excitement during the year than the question of text-books. While himself conceding the value of uniformity, Mr. Henderson regards its adoption as impolitic at this stage of the development of the school system and regrets the provision concerning it in the revised school law. Under the old law, the State board of education merely recommended certain text-books upon each subject, and the trustees of each district selected a series, which was to be in use for two years. Under the present law, the State board of education makes a recommendation of text-books. It is optional with the board of examiners of a county whether or not they select a uniform series of text-books to be used in the county. If they elect to prescribe a uniform series, they must select one text-book on each subject from those recommended by the State board. The books selected shall continue in use for two years, and the trustee of each district must see that the teacher employs the books prescribed.—(State report, pp. 44-51.)

SCHOOL-HOUSES.

Although, from the comparatively recent adoption of an efficient system of public education in this State, much improvement in school architecture cannot be looked for, it is still painful to read in the report of the superintendent (report, pp. 35-37) that the following characteristics yet mark the average school-house in the State:

(1) *It is of forbidding appearance.*—"An unhewed-log building, standing upon the dusty highway or on some bleak and barren spot that has been robbed of every tree and shrub, without yard or fence. * * * * A clapboard roof, often held on with poles. * * * * The benches, slabs with legs so long as to lift the children's feet from the floor, and without support for the back. * * * * The desks, slabs at angles, covered with alternate layers of dirt and grease. * * * * Full of foul air and feculent odors. * * * * It seems to have been built for a pen for prisoners, at the smallest possible outlay of money, labor, and skill. It stands an offense to justice, kindness, and taste."

(2) *It is insufficient in size.*—"The children are crowded into inconvenient and hurtful postures, creating curvatures of the spine or malformations of the limbs. Fit government in such a school is impossible. To expect children to keep still under such circumstances is to make an exaction scarcely without a precedent for cruelty."

(3) *It is imperfectly ventilated.*—"The air becomes foul with poisonous gases, which assault the very citadel of life. The brain becomes stupefied; study is impossible."

(4) *It is unprovided with sufficient space for a play-ground.*

(5) *It is unprovided with necessary out-buildings.*—"Every feeling of delicacy, refinement, and decency is violated. It is a mournful and mortifying fact that, in many localities, the pupils of our common schools are worse furnished with things relating to convenience, comfort, and their improvement in manners and morals, than the convicts in the State prison."*

* One county commissioner speaks of the school-houses of his region as "simply abominable;" a second says many of his "would disgrace the Hottentots;" and others use pretty strong language as to theirs. But many of these "abominable" buildings appear to have been "condemned," giving place to others which are at least improvements on them, 141 new ones having been built in the past year.

"The attention of school officers and parents is earnestly directed to this subject, in the hope that a reform will be at once instituted, which will remove the present shameful buildings and provide convenient and comfortable houses for the schools."

REPORTS OF COUNTY COMMISSIONERS.

A careful review of the reports of commissioners reveals the gratifying fact that the past year has been one of substantial progress. This is manifest in an improved public sentiment, a demand for better qualified teachers and a disposition to pay them adequate wages, the erection of school-houses, the efficiency of teachers' institutes, and the enlistment of representative men in the advocacy of the cause of popular education. Sixteen counties report schools held in every district, and in a number of counties only one or two districts were without a school. A large majority of the commissioners report a better attendance on the schools and a better class of teachers than ever before. Fewer second-grade certificates have been granted than during any previous year and the number of professional teachers is increasing. The commissioner of Harrison County records the fact that "the number of teachers who have adopted teaching as a profession is more than double the number it was four years ago. This, it is believed, is mainly to be attributed to the elevated standard adopted by the board of examiners four years ago in the manner of granting certificates." More respect is manifested for the office of teacher. From Boyd County we hear that "the old idea that a teacher in a common school was a sort of object of charity and a pensioner, is fast passing away." In other counties progress in the same direction is noted. Many of the commissioners note the difficulty of securing the services of professional teachers, unless they can be retained more than five months out of the twelve. As instances of special progress, Fayette County reports that "every district school except one was taught on an average nearly eight months," notwithstanding the shortening of the school-term to four months, and often less, in almost every other county. Boyd County reports the purchase, by the town of Catlettsburg, of the normal academy, for the purpose of organizing a graded school; in Greenup County the schools "were at least 25 per cent. in advance of any preceding year;" in Grant, "the number of private schools taught during the year shows an increase of more than 150 per cent. over the previous year." A great deal of the success of the past year is attributed to the teachers' institutes, which have been held in nearly every county, with a largely-increased attendance over last year.

The wants of the State, as set forth in these reports, are more good school-houses, a greater number of qualified teachers, more money, and more efficient trustees. The complaints respecting school-houses are universal. Of Cumberland County it is said, "the greatest hinderance to our schools is defective school-houses." And this, with some modifications, may be taken as the report of all. In a few counties measures have been taken to build new school-houses during the present year and to put old ones in better condition. The one-trustee system is the cause of almost universal dissatisfaction. Complaint is also made of the indifference of the people in the matter of electing trustees. "Many districts never hold an election and some elect a trustee who will employ a particular person as teacher." The effect of the law authorizing district taxation for the support of schools has been very different in the different counties. In some it has been eagerly adopted and gladly used as a means of lengthening the term and extending the benefits of the common schools; in others it has, in the words of a county commissioner, "soured the minds of the people against the school system." The commissioners, with remarkable unanimity, advocate a compulsory law of some kind.—(State report, pp. 96-140.)

TRAINING OF TEACHERS.*

NORMAL SCHOOLS.

The need of thoroughly-trained teachers is much dwelt on both by the county commissioners and the school superintendent of the State. The former, while speaking of a marked improvement in the teaching force and of the benefit derived from this, still say that, next to good school-houses, good teachers are especially wanted in the State. The latter remarks "that schools suffer seriously from the ignorance and inexperience of many who essay to instruct without preparation for this high function is too patent to need proof. Some seem to be born teachers and to have an instinct for imparting knowledge. Others are so incapacitated by nature that no expenditure of skill upon them can ever lift them out of their native incapacity. But both these classes need to be eliminated from a discussion of this topic. Many have made themselves teachers by long practice and observation of the art in the school-room, and on these we have mainly to rely. The teachers' institute, too, is contributing largely to the improvement of our teachers. But there is an increasing demand for trained instructors, for schools in which those now engaged in teaching may better fit them-

* State Report, pp. 33-35, and special returns to Bureau.

selves for their duties, and where those who contemplate the office may be thoroughly furnished for the work. The institute is a feeble substitute for normal training, though a valuable auxiliary to it. * * * As a part of the school system, the State should establish schools for the training of teachers. A long trial, with the most unsatisfactory results, has demonstrated that it is not best to surrender to private enterprise the supplying of the schools with such as are required. To look [for a supply] among those who have been educated in academies and colleges, with no special reference to the business of teaching, is to invite disappointment. Special schools for the training of teachers are a necessity, and the State should proceed, at the earliest practicable moment, to establish at least three—one in Eastern, one in Central, and one in Southern Kentucky."

He goes on to remark that the school system has two parts, the common schools, which furnish elementary education, and the normal schools, created and sustained for the special intent of supplying teachers for the former; and that these two parts mutually complement each other, the school for teachers supplying to the common school the needful agency for good instruction and the common schools, distributed in every neighborhood, furnishing employment to those prepared by education, specific training, and proper native character for teaching well.

As to the mode of conducting the normal schools proposed, the superintendent wisely says: "Their whole work should be to educate teachers, and they should be complicated with no other educational enterprise."

Though no provision is yet made by the State for the support of such institutions, something has been done in it in the direction of affording to those who may desire to teach facilities to learn the teacher's art. "The city of Louisville supports a training school, which turned out last year twenty teachers," enough to fill the vacancies in the city public schools and leave a small number free for employment in the country. The Frankfort public school had also in the year 1873-'74 a training class, ten graduates from which received diplomas certifying their capacity to teach. Prof. T. C. H. Vance has a private normal school at Carlisle, with 5 instructors and 105 students; Prof. Clyde, at Owingsville, a normal term, with a number of teachers in attendance; and Miss Neppie Roberts a similar school at Catlettsburg. A normal department is also provided for at the university, but not yet organized. One is existent in Berea College, with about 20 students, and one in connection with the American Missionary Society's school for colored pupils, at Lexington, the number of normal students in which is not stated. Georgetown College, without having a normal department, offers special facilities for study to those who desire to become teachers.

TEACHERS' INSTITUTES.

In almost every county teachers' institutes have been held, and the report is uniform as to their high utility. Year by year these meetings have been growing in efficiency and interest, until now they may be fairly said to be an established feature of the school system. The attendance of teachers has been double that of the previous year, which is partially due to an increased interest on the part of teachers and partly to that feature of the law making forfeiture of certificate the penalty for failure to attend. Among the public men who have helped to add interest to these meetings may be mentioned Col. W. C. Breckenridge, Col. J. Stoddard Johnson, Hon. D. S. Lyttle, and Hon. James B. McCreary.

A number of professional teachers, experts in their art, have spent their summer vacation in conducting institutes, and the superintendent has visited many counties and engaged in the work. In the absence of normal schools, the teachers' institute is an invaluable agency.—(State report, p. 33.)

EDUCATIONAL JOURNAL.

One monthly, *Morton's Home and School*, published at Louisville, devotes a portion of its columns to educational discussions and intelligence and forms an important aid in the training of the teachers of Kentucky for their work.

EXAMINATIONS OF TEACHERS.

The State board of education recommended the county board of examiners to conduct the examinations for teachers' certificates by written questions and answers, and instructed the superintendent of public instruction to furnish the board of each county with printed questions upon the subjects embraced in the common school course. It is the purpose of the superintendent to furnish these questions each year he shall hold the office. The boards are not required to use these questions or to adopt the plan of written examinations, but the board of education heartily recommends this method as the most satisfactory that can be employed.

The State board of examiners has been organized by the appointment of Prof. J. W. Dodd, of the Frankfort high school, and Prof. S. P. Browder, of the Frankfort city school. Two sessions have been held and certificates awarded to a small number of

teachers. In addition to the studies prescribed in the common school course, candidates will be examined upon physiology and hygiene. The standard adopted is higher than that observed by county boards and the examination is conducted by printed questions and written answers.—(State report, pp. 14, 25.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

No separate account of these is given in the report of the State superintendent, nor has the Bureau any other means of knowing how many are existent in the State or how far their courses may extend. It is hoped that in future years such information may be in some way made available. At present it is only known that there are in Louisville, as part of the city system, high schools for males and females, separate ones for white and colored children, and that in several other places are institutions which bear the name of high schools, but which appear to be, for the most part, pay academies, though possibly having some connection with the school system of the State.

ACADEMIES AND OTHER SCHOOLS.

Of schools of this class, 47 are enumerated in the State report and some are mentioned in a list of schools given by the State superintendent; but, of the subjects studied or of the point to which these studies reach, we still lack information. Three such schools for boys, 11 for girls, and 23 for boys and girls, report to the Bureau, for 1874, an aggregate of 168 teachers and 3,215 pupils. Of these, 2,077 were engaged in English studies, 355 in study of the ancient and 222 in study of modern languages, 116 preparing for a classical course in college, and 103 for a scientific course. In 20 of these schools drawing was taught: in 28, vocal music; in 29, instrumental music. Twelve report the possession of a laboratory, and 11 have more or less philosophical apparatus. Twenty-one of them report libraries ranging from 50 volumes up to 4,500.

PREPARATORY SCHOOLS.

Twenty-one of the preparatory schools connected with various colleges for men and women give a total of 692 pupils studying in them, of whom probably the larger part may be supposed to be looking forward to a collegiate training of greater or less extent.

BUSINESS COLLEGES.

Two of these schools, for the preparation of young people for the practical details of business, report for 1874 8 teachers, with 352 pupils, 322 of whom are males and 30 females. Their courses are from 4 months to 3 years. No evidence of any other than English studies appears.

SUPERIOR INSTRUCTION.

The following appear, from the returns made to the Bureau, to be the chartered institutions for superior instruction, including colleges for women and those to which women are admitted in common with young men. If there are any others than those included in this list, the Bureau would like to be informed of them.

(1) Bethel College, Russellville, (Baptist,) chartered in 1856. For males, with 8 "schools" of Latin, Greek, mathematics, mental science, natural science, English, biblical, and theological, among which students may select the courses to be pursued. A full collegiate course is comprised in those of the first six schools, and requires, ordinarily, five years for the completion of it. Graduation in these schools secures the degree of A. B., while, for satisfactory attainments in any specified branch of study, a certificate of proficiency is given, and, for such attainments in all the branches belonging to a school, there is granted a certificate of graduation in that school.

(2) Bethel Female College, Hopkinville, (Baptist,) chartered 1850. For returns in 1874, see Table VIII, at the close of this Report.

(3) Bourbon Female College, Paris, (non-sectarian,) chartered 1872; the returns from which may be found in Table VIII, at the end of this Report.

(4) Bowling Green Presbyterian Female College, Bowling Green, chartered 1872. Returns in Table VIII. Has a primary, a preparatory, and a collegiate department; with music, vocal and instrumental, Latin, French, and German, as optional studies.

(5) Cecilian College, Elizabethtown, (Roman Catholic,) chartered 1867; a private enterprise, though chartered as a college and flourishing as such. For males only.

(6) Central University, Richmond, (Southern Presbyterian,) chartered 1873, and only in the first year of its organization in 1874, with 8 professors and instructors, and 75 preparatory students, of whom 40 were preparing for the classical and 35 for the scientific course.

(7) Centre College, Danville, (Assembly Presbyterian,) chartered 1819. For males

Special attention paid to German. Members of the senior class are allowed to substitute this for the calculus.

(8) Clinton Baptist Female College, Clinton, chartered 1870. Returns for 1874 in Table VIII.

(9) Concord College, New Liberty, (Baptist,) chartered 1866. For both sexes. A completion of the full course secures A. B.; of the scientific course, B. S. No distinction of sexes in the conferring of degrees. Scholarship and moral character the necessary qualifications in both cases. Young ladies may take the same course and share the same honors with young men.

(10) Franklin Female College, Franklin, (non-sectarian,) chartered 1863. For returns, see Table VIII, at the close of this volume.

(11) Eminence College, Eminence, (Disciples of Christ,) chartered 1857. The refining influence of female presence is here held to be essential to the moral and intellectual health of the young men, the faculty saying, "After an experience of twenty-one years in the management of schools, we give it as our settled conviction that higher intellectual development and greater moral purity can be attained by the co-ordinate education of the sexes than can be reached when their education is conducted in separate institutions." "Fears as to lax morals and rude manners resulting from this system are unfounded. This association of the sexes [of course under due restraint and supervision] awakens in them a correct appreciation of each other. Their sense of all that is pure and refined in human conduct is better developed. Immorality is restrained, and propriety and courtesy of manner are stimulated."—(Report for 1874-'75.)

(12) Georgetown College, Georgetown, (Baptist,) chartered 1829. The studies here are divided into departments, in each of which there is a prescribed course. A student may choose among these departments, and receive due credit for all that he actually accomplishes, as tested by examinations both oral and written. For example, completing satisfactorily the course in any one department, he receives a certificate of proficiency in it. Passing an examination in English, physical sciences, mathematics, mental and moral philosophy, he receives the degree of B. S. Adding to these studies those of the Latin and Greek course, he is made A. B.; and, going on with approval through the studies of all the departments, he becomes A. M.

Earnest and diligent students, desiring to qualify themselves for teaching, receive instruction gratis, on proof that they are unable to pay and really mean to teach. Candidates for the ministry receive the same favor.

(13) Georgetown Female Seminary, Georgetown, (Baptist.) Chartered 1829. For returns of 1874, see Table VIII.

(14) Kentucky Military Institute, Frankfort, (non-sectarian,) chartered 1847. This has a course nearly resembling that at West Point in its main elements, with elective courses in Greek and French and a resident graduate course in the elements of medicine or law, or in studies relating to engineering, agriculture, architecture, &c.

(15) Kentucky Wesleyan University, Millersburg, (Methodist Church South,) chartered 1859. A four years' course, with departments, as at Georgetown, of history and philosophy, of chemistry and natural science, of mathematics, of Greek, and of Latin. The classical course embraces all these, and the completion of it entitles to the degree of A. B. The scientific course is the same, except that Greek is omitted. Satisfactory proficiency in this entitles to the degree of B. S. The report of the committee on the examinations in 1874 indicates thorough work.

(16) Kentucky University, Lexington, (undenominational,) chartered 1857. Nine "schools," answering to the "departments" above mentioned, with others. In any one of these schools a student may graduate after a year's membership, satisfactory completion of the course, and habitual observance of the rules of the university. Graduation in all the schools, except that of modern languages, is required for admission to the degree of A. B. To reach that of A. M. one must (1) have been admitted, at least a year previously, to the degree of A. B. in this college; (2) have passed a satisfactory examination in three of five specified languages, or in two of these and a course of historical study prescribed by the faculty; and (3) have paid \$10 to the library fund.

The Agricultural College of the State is connected with this university, as are also a college of the Bible, a college of law, a college of medicine, and a commercial college, the way being thus opened for study in almost any line desired.

(17) Lebanon Female College, Lebanon, (Baptist,) chartered 1863. Returns for 1874 in Table VIII.

(18) Lexington Female College, Lexington, (Baptist,) chartered 1863, has since passed from the control of the trustees into those of the present principal. Whether this vitiates the charter does not yet appear. It has a primary, a preparatory, and a collegiate department. Ancient and modern languages, music, and ornamental branches are taken up at convenient intervals during the whole course. A partial course in Latin is essential to full graduation.

(19) Logan Female College, Russellville, (Methodist Episcopal Church South,) chartered 1867, for returns from which see Table VIII.

(20) Louisville Female College, Louisville, (Methodist,) chartered 1854. Returns for 1874 in Table VIII.

(21) Millersburg Female College, Millersburg, (Methodist,) chartered 1860, with primary, preparatory, collegiate, and ornamental departments. A normal teacher, graduate of the training school at Fredonia, N. Y., is employed here for the instruction of such students as desire to engage in teaching.

(22) St. Joseph's College, Bardstown, (Roman Catholic,) chartered 1824, returns from which may be found among the theological schools, to which it seems mainly to belong.

(23) St. Mary's College, Marion County, (Roman Catholic,) chartered in 1837, and rechartered in 1872. There are here two courses of study, a commercial of three years, including the usual branches of commercial education, and a classical one of five years, answering nearly to the preparatory and collegiate courses of many other colleges. French and German are optional studies.

(24) Shelbyville Female College, Shelbyville, (Southern Presbyterian,) chartered 1849, and "authorized to confer such literary honors and degrees as are conferred by our best colleges." It has a primary and a collegiate department, with elective courses in French and Latin.

(25) Stanford Female College, Stanford, (non-sectarian,) chartered 1869, with primary, preparatory, and collegiate departments, the last including schools of ancient and modern languages, of mathematics, of mental and moral philosophy, of English literature, of natural sciences, and of history. A school diploma is given when a pupil passes the required examination in any of these schools, and a full diploma, with the degree of A. B., when a school diploma for each of the seven schools has been obtained.

Besides these chartered institutions there are several, apparently unchartered, which are, in a greater or less degree, prosecuting the same work of superior education. Among them are (1) Berea College, Berea, (Congregational,) organized 1858, for both sexes, without distinction or exclusion of race, the department for young men having a normal course, as well as a preparatory and collegiate; while beneath these, in both that for males and that for females, are grammar, intermediate, and primary schools. (2) Daughter's College, Harrodsburg, (non-sectarian,) organized 1856, returns for which may be found in Table VIII. (3) Hocker Female College, Lexington, (Disciples,) organized 1869, with preparatory and collegiate courses, the latter prosecuted in 8 "departments," one of mental and moral science, one of physical science, one of mathematics, one of English language, one of sacred and civil history, one of modern languages, one of ancient languages, and one of fine arts. (4) The Kentucky College for Young Ladies, Pewee Valley, (non-sectarian,) organized 1873, with a preparatory as well as a collegiate course, the latter of four years. A French, a German, and a post-graduate course also appear. (5) Warren College, Bowling Green, respecting which no information is received except of the fact of its existence.

Some of these last may have organized under an act for the incorporation of voluntary associations, found on page 553 of the second volume of Revised Statutes of Kentucky, which gives somewhat the status of chartered institutions.

Statistics of universities and colleges, 1874.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship-funds.	
Berea College*	5	0	14	14	\$81,000	\$19,000	\$1,330	.....	.....	.....	1,500
Bethel College.....	7	6	32	87	20,000	91,000	5,460	\$3,500	.....	.....	a1,800
Cecilian College.....	10	.....	101	101	20,000	.....	.....	.....	.....	.....	500
Central University.....	10	.....	75	40	70,000	150,000	.....	5,000	.....	.....	.....
Centre College.....	2	0	13	97	75,000	180,000	11,000	1,100	.....	.....	a7,400
Concord College.....	2	.....	69	.....	.....	.....	.....	.....	.....	.....	124
Eminence College.....	2	.....	34	103	40,000	0	0	8,600	0	.....	a1,800
Georgetown College.....	2	.....	19	82	75,000	75,000	.....	.....	.....	.....	a13,500
Kentucky Military Institute.	3	.....	40	.....	100,000	.....	.....	.....	0	.....	*3,000
Kentucky University.....	2	5	105	105	*100,000	*200,000	*12,000	.....	.....	.....	10,000
Kentucky Wesleyan University.	7	.....	81	81	40,000	45,400	3,600	.....	.....	.....	a600
St. Mary's College.....	9	.....	23	23	20,000	.....	.....	13,000	.....	.....	.....
Warren College.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of Commissioner of Education for 1873.

a Includes society libraries.

b Commercial students.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

Scientific training is provided for in several of the before-named colleges, but the institution specially devoted to it is the agricultural and mechanical college of the State at Lexington. The course in this embraces (1) the English language and literature, (2) mathematics, (3) chemistry and experimental philosophy, (4) natural history and political economy, (5) mental and moral philosophy, (6) commercial and business training, (7) civil engineering and mining, (8) modern languages, (9) fine arts, and (10) military tactics.

Theological instruction is given: (1) in the Bible College of the University of Kentucky, at Lexington, Christian; (2) in the Theological Seminary at Danville, Presbyterian; (3) in the Western Baptist Theological Institute at Georgetown, where the students seem to be taught theology in close connection with the courses of the Georgetown College; (4) in the theological school of Bethel College, also Baptist, where apparently the same arrangement is existent; and (5) in St. Joseph's College, Bardstown, where theological and academical instruction appear to be carried forward either contemporaneously or consecutively, as in the two preceding cases.

Law finds its exposition in the law school of the Kentucky University, where the students are allowed to supplement their legal studies by any others in the various schools of the institution, to which free access is given them.

In medicine, the Transylvania Medical College, now a department of the same university, is able to afford a like advantage to its students, enrollment in one school there opening the privileges of all the others. The Louisville Medical College, the Louisville Hospital Medical College, and the medical department of the University of Louisville offer, on the other hand, the advantages growing out of the opportunities for clinical observation and instruction possessed by institutions located in a large city. In the College of Pharmacy of the same city druggists' clerks, or those intending to become apothecaries, have the means of initiation into the principles of chemistry, medical botany, and medical manipulation.

Statistics of schools for scientific and professional instruction.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	No. of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	
SCHOOL OF SCIENCE.									
Agricultural and Mechanical College, (Kentucky University.)	8	....	a140	4	\$250,000	\$165,000	\$9,900	\$2,600	6200
SCHOOLS OF THEOLOGY.									
Bible College of Kentucky University	2	....	49	3	.....	.....	.....	.....	.....
Danville Theological Seminary.....	4	4	11	3	20,000	160,000	12,000	.....	.....
St. Joseph's College.....	5	0	96	6	40,000	12,800	.....	.....	3,500
Theological school of Bethel College*	1	....	17	3	.....	.....	.....	.....	.....
Western Baptist Theological Institute.*	2	....	22	2	.....	.....	.....	.....	.....
SCHOOL OF LAW.									
Law College, Kentucky University..	5	....	16	2	.....	.....	.....	.....	*3,000
SCHOOLS OF MEDICINE.									
Kentucky School of Medicine.....	9	....	.....	2	c500	.....	.....	.....	.....
Louisville Medical College.....	8	....	306	2	c2,000	.....	.....	11,000	.....
Louisville Hospital Medical College, (medical department Central University.)	10	....	101	1	15,000	.....	.....	6,000	0
Medical department University of Louisville.	12	....	170	2	.....	.....	.....	.....	4,000
Transylvania Medical College, University of Kentucky.	7	....	.....	.....	.....	.....	.....	.....	.....
Louisville College of Pharmacy.....	3	....	39	2	.....	1,200	70	1,025	.....

*From Report of Commissioner of Education for 1873. a Also 40 preparatory. b Society library. c Apparatus.

SPECIAL INSTRUCTION.

INSTITUTION FOR DEAF MUTES.

This institution was founded in 1823, and has been in steady operation for fifty-two years. It is supported entirely by the State, and is a *school* for the education of the deaf mutes in Kentucky, and not an *asylum* for their custodial maintenance. It is under the control of a board of commissioners appointed by the governor. The officers immediately in charge are a principal, matron, steward, and physician. The principal and teachers under him devote themselves mainly to the intellectual department. They are persons of large experience in the art of teaching mutes, and have been chosen with special reference to their mental and moral fitness for the work.

Every deaf mute in the State between the ages of 10 and 30, sound in body and mind, is entitled to the benefits of the institution, free of charge for board and tuition, for a term of seven years. They are taught reading, writing, arithmetic, grammar, geography, history, physiology, natural history, the sacred Scriptures, &c. The session begins on the 1st day of October and closes on the 15th of July, the pupils being allowed to visit their homes in the interval between these dates.—(State report, pp. 60, 61.)

INSTITUTION FOR THE BLIND.

This institution is intended to furnish to every child in the State, whose sight is so defective as to prevent receiving instruction in the common schools, a good education in all branches of literature, and, in addition, to give special instruction in music to those who show marked musical capacity and to teach such varieties of handicraft as the pupils may be able to practice to the best advantage. No charge is made for board or tuition. The age of admission is from 6 to 16, but in special cases the board of commissioners may admit persons over 16 for the purpose of learning a trade.—(State report, p. 62.)

INSTITUTION FOR FEEBLE-MINDED CHILDREN.

After having been for some time dormant, this institution was re-established by an act approved February 23, 1874.

It is distinctly stated in the act of incorporation that "this is not an asylum for the care of unimprovable idiots, but a school for the education of feeble-minded children." To such children, between the ages of 6 and 18 years, the State offers the advantages of this institution free of charge; and to indigent children the expense of transportation to and from the institution will be paid, as now provided by law for the transportation of pauper lunatics. The act also provides that the term of residence shall be ten years; but children "may be removed at any time, by order of the board, whenever the interest of the institution, in their judgment, shall require it." A number of unimprovable inmates have been removed, thereby making room for about twenty children, such as are entitled to the benefits of the institution, as contemplated in the act of February 23, 1874.

The building is situated just beyond the city limits of Frankfort, on elevated ground, lifting itself from a grove of fine old forest-trees. The discipline and instruction are spoken highly of.—(State report, p. 61.)

EDUCATIONAL ASSOCIATIONS.

SOCIETY FOR THE ADVANCEMENT OF EDUCATION IN KENTUCKY.

The first session of this organization was held in Frankfort, July 15, 1874. Its object, as stated in the circular of invitation, is "to endeavor to concert measures to mature a system of public education that shall extend to the training of teachers for our common schools and of our young men for classical and technical pursuits."

The meeting having been organized by the election of Hon. H. A. M. Henderson as chairman and William J. Davis, esq., as secretary, Prof. N. S. Shaler, State geologist, opened the discussion by reciting the difficulties he met in procuring the intelligent services of young men reared in Kentucky to aid him in the State geological survey, of which he has charge. Of about one thousand applicants to him for places on the survey, all who gave evidence of training for any such position, save one, were from the schools in New England. "We have not in Kentucky a single school," said he, "fit to train young men for our mines and manufactories. If they get it at all, it is in some other State. We should develop our own resources with native talent, and that native talent properly trained."

Dr. Henderson said the great want was good teachers. He believed the people would readily supplement the school-fund to secure cultured service. Let us have a State normal school. The results obtained would be well worth all the cost. This question should not now be relegated to the masses. A representative body like this should take the matter in hand. He might make suggestions to the legislature in this behalf, but they would be valueless, unless supported by an influential body like this.

Dr. Seeley thought the one want of the age to be professional education. Good teaching must come from good training.

Prof. Shaler favored an institution that would furnish good teachers, but thought there should be technical education in other directions. Natural science has its claims; there are also advantages from the study of the classics. Teachers should be professionally trained to teach both of these branches.

Prof. James K. Patterson, of the State University, thought ample provision should be made for a higher education. There should be academies and high schools that would give training for colleges. Scotland had reached her present position abreast of England by careful attention to her system of preparatory schools. Technical instruction is also needed, or the matter of developing our resources will be taken out of our hands and money drawn out of the State by those that exceed in intelligence.

Col. J. Stoddard Johnson said there were too many colleges of an inferior class. There should be a graded school for each district, a high school for each county, and one university for the State. He thought a defect in the present public school system is in allowing any district to draw any part of the general school fund unless it raised something itself. The present plan of distribution fostered a system of begging.

Mr. Z. F. Smith, former State superintendent, fully agreed with those who thought that normal schools and schools for higher education were necessary, but questioned the wisdom of urging the idea just now. Public sentiment was not sufficiently ripe. The schools are needed, but it is better to make haste slowly.

Mr. Davis was in accord with the last speaker, but thought they should organize now, and go at once to work to accomplish the end desired. He proposed to divide the members of the society into three sections, which should respectively take charge of the three subjects that had been discussed: normal training, classical instruction, and scientific and artistic culture. He would "go slowly, but work vigorously."

Prof. Patterson suggested that the three divisions should be: *first*, normal school; *secondly*, academy; *thirdly*, school of higher education.

Mr. Davis accepted the amendment, and the motion was carried unanimously. An executive committee was also ordered to be appointed, to correspond with educators and make arrangements for times and places of meeting.

The name and style of the body was declared to be The Society for the Advancement of Education in Kentucky. The meeting adjourned to convene at such future time as the executive committee should determine.—(State report, p. 39.)

STATE TEACHERS' ASSOCIATION.

This body, formed "to promote the cause of common schools and popular education," as well as "to elevate the character and advance the interests of the profession of teaching," held its annual meeting for 1874 at Owensboro', August 12-14. The attendance was not large, but the occasion is said to have been of refreshing interest. Many representative educators were present, actively participating in the proceedings. Several gifted visitors from abroad contributed to the pleasure and profit of the meeting. The daily exercises were waited upon by large and attentive audiences, while the evening lectures were heard by throngs of delighted listeners. The citizens of Owensboro' vied with each other in extending hospitalities to the attendant members and contributed in no small degree to make the convention one of the pleasantest ever enjoyed by the teachers of Kentucky. No further information of the proceedings has reached the Bureau.—(State report, pp. 37, 38.)

LOUISVILLE EDUCATIONAL ASSOCIATION.

This society, formed for essentially the same purposes as the State Teachers' Association, met at the girls' high school, November 14, 1874, and was opened with reading of the Scriptures and recital of the Lord's Prayer.

Mr. William J. Davis delivered a well-prepared address on "The objective period of childhood and the course of instruction adapted to it," advocating a system of object-lessons illustrating the real and apparent qualities of bodies, as well as their states and conditions, combined with drawing, painting, music, natural philosophy, number, and language. Mr. W. H. Bartholomew heartily indorsed Mr. Davis's scheme of instruction, and thought that there should be some well-digested system of developing a child's perceptive faculties. A committee was appointed to prepare and present at a future meeting a course of object-lessons for the primary grades of city schools, based on the ideas which had been presented.

At a subsequent meeting in December, Dr. J. B. Reynolds presented and explained a schedule of object-lessons which he had prepared for the use of the schools, and claimed that the aim of the instruction given in our schools should be not merely to impart information from books, but to excite children to exert their perceptive and reflective faculties in obtaining and arranging ideas for themselves. Mr. E. M. Murch then de-

livered an interesting lecture on "The atmosphere: its elementary constitution and chemical properties," a lecture of great clearness, and illustrated by several interesting experiments. It was subsequently published in *Home and School*, a Louisville journal of popular education, for January, 1875.—(*Home and School*, for December, 1874, and January, 1875.)

OBITUARY RECORD.

ROBERT MILLIGAN.

By some resolutions passed, March 23, 1875, by the executive committee of the Kentucky University, the Bureau is informed of the death of President Robert Milligan, of the Bible college of that university, March 20, 1875. President Milligan was born in Tyrone County, Ireland, 1814, and was consequently about 61 at the time of his decease. When he was only 4 years old his parents came to America, bringing him with them, and settled in Trumbull County, in the northeastern portion of Ohio. At 17 he was sent across the State line into Pennsylvania, to complete his school-training in a classical academy conducted by a Dr. Gamble, a graduate of the University of Edinburgh, much noted as a teacher. Under him young Milligan passed through a course of study nearly equal to that of ordinary colleges. At 21 he returned to his father's house; at 23 was a teacher at Flat Rock, Ky., at 25 started for Yale College, intending to complete his classic training, but was induced to stop at Washington College, Pennsylvania, and finish the course there. This he accomplished in a single session, becoming A. B. with honor in 1840, when he was 26. The evidences of ability, scholarship, and general excellence displayed by him while at Washington induced the trustees, at the completion of his course, to offer him a professorship, which he accepted and filled with great satisfaction for thirteen years, when denominational changes at the college induced a withdrawal to a chair in the University of Indiana, 1852. Miasmatic diseases in his family led to a relinquishment of this at the expiration of two years, and to a settlement, in 1854, at Bethany College, Western Virginia, as professor of mathematics and co-editor with Alexander Campbell of the *Millennial Harbinger*. Five happy years had been spent at Bethany, with steadily-growing reputation, when in 1859 he was induced, after long solicitation, to accept the presidency of the new Kentucky University, which had been Bacon College, Harrodsburg. He here devoted himself with all his energies, now fully ripened and developed, to the building-up of a great literary institution, free from all sectional and party jealousies and wholly given to the promotion of sound learning in connection with a wholesome Christian influence. The excitements of a war which often swept its armies through the State, and sometimes camped them on the college premises, were unfriendly to the growth for which he hoped and to the quietness for which he panted, and on the removal of the university to Lexington, he gladly relinquished to its founder, Regent Bowman, the general headship of the institution, and gave himself with all his soul to the calmer and more congenial duties of the presidency of the Bible college. Here, after thirty-five years of labor as college professor and college president, the summons to depart found him still actively engaged in the instruction of his classes and the faithful performance of the other duties of his post. Author of six volumes of religious works, with still others left behind him in manuscript or incomplete, he was, at the time of his decease, in the way to reputation as a writer of considerable power, additional to that already gained as an instructor and college officer of unusual ability.—(Facts and dates mainly from the *Apostolic Times*, Lexington, Ky., for April 1, 1875.)

LIST OF SCHOOL OFFICIALS IN KENTUCKY.

Hon. H. A. M. HENDERSON, *State superintendent of public instruction, Frankfort.*

STATE BOARD OF EDUCATION.

Name.	Post-office.
Hon. H. A. M. Henderson, superintendent of public instruction and ex officio president...	Frankfort.
Hon. George W. Craddock, secretary of state.....	Frankfort.
Hon. John Rodman, attorney-general.....	Frankfort.
R. W. McRery.....	Shelbyville.
W. H. Bartholomew.....	Louisville.

List of school officials in Kentucky—Continued.

COUNTY COMMISSIONERS.

County.	Commissioner.	Post-office.
Adair	M. H. Rohrer	Columbia.
Allen	Charles F. Alexander	Scottsville.
Anderson	A. M. Portwood	Lawrenceburg.
Ballard	I. K. Swain	Blandville.
Barren	R. P. Collins	Glasgow.
Bath	W. H. Dougherty	Owingsville.
Bell	William M. Bingham	Pineville.
Boone	H. J. Foster	Burlington.
Bourbon	W. H. Lockhart	Paris.
Boyd	Jacob Rice	Catlettsburg.
Boyle	R. H. Caldwell	Parksville.
Bracken	A. C. Armstrong	Augusta.
Breathitt	Nathan B. Day	Jackson.
Breckinridge	Milton Board	Hardinsburg.
Bullitt	R. J. Meyler	Shepherdsville.
Butler	William Wand	Morgantown.
Caldwell	William C. C. Jones	Princeton.
Calloway	Robert Boggs	Murray.
Campbell	Leo Tibbatts	Tibbatt's Cross-Roads.
Carroll	J. A. Donaldson	Carrollton.
Carter	Z. Tyree	Olive Hill.
Casey	D. W. Coleman	Middleburg.
Christian	G. A. Champlin	Hopkinsville.
Clark	Leeland Hathaway	Winchester.
Clay	John E. White	Manchester.
Clinton	Thomas V. Stephenson	Cumberland City.
Crittenden	Isaac McMurry	Marion.
Cumberland	William Cheek	Burkesville.
Daviess	David F. Todd	Owensboro'.
Edmonson	Frederick Merideth	Brownsville.
Elliott	W. W. Johnson	Sandy Hook.
Estill	R. W. Smith	Irvine.
Fayette	J. H. Carter	Lexington.
Fleming	William M. Harrison	Flemingsburg.
Floyd	William J. Martin	Prestonburg.
Franklin	U. V. Williams	Frankfort.
Fulton	R. T. Tyler	Hickman.
Gallatin	Samuel Turley	Napoleon.
Garrard	John K. West	Lancaster.
Grant	H. D. Stratton	Williamstown.
Graves	J. M. Cosby	Mayfield.
Grayson	N. C. Tilford	Litchfield.
Green	Joseph Perry	Greensburg.
Greenup	S. H. Wolcott	Greenup.
Hancock	C. T. Duncan	Hawesville.
Hardin	James A. Gaither	Elizabethtown.
Harlan	D. H. Smith	Harlan Court-House.
Harrison	Joseph F. Lebus	Cynthiana.
Hart	Julius R. Curle	Munfordsville.
Henderson	H. H. Farmer	Henderson.
Henry	Samuel Jones	Newcastle.
Hickman	Willis White	Clinton.
Hopkins	George W. Murphey	Madisonville.
Jackson	A. P. Settle	McKee.
Jefferson	James F. Hobbs	Long Run Station.
Jessamine	Moreau Brown	Nicholasville.
Johnson	W. B. Lemasters	Paintsville.
Kenton	George W. Carlisle	Independence.
Knox	Levi J. Westerfield	Barbourville.
Larue	Thomas A. Robertson	Hodgenville.
Laurel	John T. Brown	London.
Lawrence	James R. Dean	Louisa.
Lee	John S. Mahan	Beattyville.
Letcher	James E. Sarver	Whitesburg.
Lewis	Joseph A. Sparks	Vanceburg.
Lincoln	John M. Phillips, jr	Stanford.
Livingston	J. J. Dupries	Smithland.
Logan	James H. Bowden	Russellville.
Louisville	Oliver Lucas	Louisville.
Lyon	A. H. Champion	Eddyville.
McCracken	William R. Reed	Paducah.
McLean	J. W. Bickers	Calhoun.
Madison	C. A. Partello	Richmond.
Magoffin	Abner B. Salyer	Salyersville.
Marion	Ben. F. Bowman	Lebanon.
Marshall	Elias Barry	Benton.
Martin	T. W. Newberry	Inez.
Mason	D. J. Rees	Sardis.
Meade	William G. Beall, sr	Brandenburg.
Menifee	John Armitage	Frenchburg.
Mercer	James H. Lapsley	McAfee.

List of school officials in Kentucky—Concluded.

County.	Commissioner.	Post-office.
Metcalfe	Samuel H. Marrs	Edmonton.
Monroe	John J. C. Eubank	Tompkinsville.
Montgomery	E. E. Garrett	Mt. Sterling.
Morgan	Thomas J. Henry	West Liberty.
Muhlenburg	Thomas C. Withers	Greenville.
Nelson	J. W. Muir	Bardstown.
Nicholas	Isaac M. Chism	Carlisle.
Ohio	J. Ellis Haynes	Hartford.
Oldham	W. H. Slater	Beard's Station.
Owen	John C. Strother	Owenton.
Owsley	H. C. Hogg	Booneville.
Pendleton	Gideon M. Colvin	Morgan Station.
Perry	Thomas F. Johnson	Grapevine.
Pike	Thomas O. Marrs	Piketon.
Powell	J. S. Vivion	West Bend.
Pulaski	William H. Isaacs	Somerset.
Robertson	C. N. Buckler	Mt. Olivet.
Rockcastle	J. J. Brown	Mt. Vernon.
Rowan	R. G. Scott	Farmers.
Russell	James M. Lester	Jamestown.
Scott	H. S. Rhoton	Georgetown.
Shelby	C. J. Hinkle	Shelbyville.
Simpson	G. W. Reark	Franklin.
Spencer	Jos. L. Davis	Taylorsville.
Taylor	D. G. Mitchell	Campbellsville.
Todd	W. E. Mobley	Elkton.
Trigg	J. H. Wilkinson	Cadiz.
Trimble	V. H. Abbott	Bedford.
Union	J. W. Marshall	Morganfield.
Warren	T. J. Smith	Bowling Green.
Washington	Thomas R. Browne	Springfield.
Wayne	R. Burnett	Monticello.
Webster	R. K. Thornberry	Poole's Mill.
Whitley	Mark White	Whitley Court-House.
Wolfe	M. D. Spencer	Campton.
Woodford	James W. Smith	Versailles.

LOUISIANA.

FINANCIAL STATEMENT.*

RECEIPTS.

Balance on hand September 1, 1873.....	\$98,971 26
From former treasurers.....	26,653 14
From State apportionments.....	314,818 03
From corporate authorities.....	272,659 00
From interest on lands sold.....	40,667 52
Appropriation for salaries of officers, office, contingent, and traveling ex- penses.....	35,300 00
Total receipts for 1874.....	789,068 95
Increase over 1873.....	110,595 43

EXPENDITURES.

For previous indebtedness.....	\$85,870 35
For teachers' salaries.....	601,388 42
For rent of school-houses.....	43,539 22
For repair of school-houses.....	16,885 81
For school furniture.....	11,025 63
For fuel and incidentals.....	32,988 70
For school apparatus.....	4,090 48
For school-house sites.....	3,383 50
For building school-houses.....	10,729 98
For salaries of officers, office and contingent expenses.....	35,300 00
Total expenditure for 1874.....	795,202 09
Deduct amount paid in school-certificates by New Orleans City school board.....	121,482 57
Total cash disbursements.....	673,719 52
Balance of funds on hand.....	95,890 14
Amount in treasurer's hand not accounted for.....	19,459 23

	1873.	1874.
SCHOOL POPULATION AND ATTENDANCE.		
Number of children between 6 and 21 years.....	272,334	230,357
Number of children enrolled in public schools.....	57,443	74,309
Number attending private schools.....		22,306
Total in public and private schools.....		96,615
TEACHERS AND TEACHERS' PAY.		
Number of male teachers employed.....	865	797
Number of female teachers employed.....	611	697
Whole number of teachers.....	1,476	1,494
Average salary of teachers per month.....	\$42 50	\$40 00
SCHOOL DISTRICTS AND SCHOOLS.		
Number of school districts in the State.....	483	473
Number of public schools.....	864	1,029
Average length of school term.....	4½ months.	4½ months.
Average length of daily session.....		5½ hours.
Number of private schools reported.....		418
SCHOOL-HOUSES AND SCHOOL PROPERTY.		
Number of school-houses built during the year.....	101	77
Estimated value of school-houses and sites.....	\$573,510 00	\$577,011 00
Estimated value of school apparatus.....	11,471 75	12,000 00
Estimated value of school furniture.....	76,930 27	92,434 50
Estimated value of school property in the State.....	661,962 02	\$81,445 50

* From report of W. G. Brown, State-superintendent of public instruction, for the year ended December 31, 1874.

Table showing the progress of the public school system since 1861.

	1861.	1874.
Number of children between 6 and 21 years.....	* 96,522	1280,387
Number of public schools.....	757	1,039
Number of children in public schools.....	39,590	74,309
Cost of maintaining public schools.....	\$617,480 12	\$789,068 95
Cost per child per annum for tuition.....	15 00	11 00

* Only whites enumerated.

† Colored and whites enumerated.

ELEMENTARY INSTRUCTION.

REORGANIZATION.

The offices of division superintendent and of school director having been vacated by legal enactment, a reorganization of the State board of education by the appointment of these officers was necessitated. During the month of March, 1873, six gentlemen were nominated and commissioned as division superintendents, these officials, with the State superintendent of public education, constituting the State board of education. The board met and organized on March 31, and by their next meeting, July 14 school directors for most of the parishes, cities, and towns of the State had been appointed.—(Report of 1873, p. 9.)

SUPERVISION.

Four years' experience has proved the present system of supervision to be superior, for this State, to any other system in operation in this country. The limited school revenue forbidding the appointment of a superintendent for each parish, (county,) the number is of necessity restricted to one for each congressional district and one for the city of New Orleans. It has been demonstrated in other States, as well as this, that unpaid local boards cannot be induced to take that interest in the schools that is essential to their successful development.—(Report of 1873, p. 11.)

GENERAL CONDITION OF EDUCATION IN THE STATE.*

The statistics of 1874 show satisfactory gains in almost every particular. The year's work was commenced with vigor. The school boards appointed in 1873, having become accustomed to their duties and acquainted with the needs of their respective districts, were better prepared to discharge their responsible duties. The financial condition was comparatively good; fully adequate to maintain the schools established and in some localities to open others. The public schools are taking strong hold on the minds of all classes, and the hostility formerly existing against them has been in great measure overcome. Particularly noticeable is the number of influential men that give them support, so that it can be safely said that the education of all the children, as far as this is practicable with the means at command, is now the determined policy of the State. The school boards are recognized as part of each parish government as well as of the State system, and are growing in importance and influence.

There has been great improvement in the management of the school funds. The reports of division superintendents indicate careful supervision of school treasurers and the administration of school boards.

The great inundation of the past year affected disastrously the school interests in every division of the State. The amount of revenue lost to the schools from this cause is estimated at \$6,358.

That feature of the school system which makes the school boards corporate bodies, thereby enabling them to receive and disburse educational funds under proper restrictions and provisions of accountability, experience recommends. But it is believed that the efficiency of the system would be greatly enhanced if the free school system and all its revenues were embodied in the State constitution, and thus protected in principles and resources from the hazard of unfriendly or unwise legislation.

It is urged that no appropriation should be allowed by the State or parochial authorities for private or sectarian schools under any plea whatever.

ILLITERACY.

The number of children under education in the State is estimated at 135,000. But this is not one-half of the school population of the State; and the question is presented, "What shall be done for the 145,387 children who are growing up in ignorance, a crushing weight and hinderance to the prosperity of the State?"

* State report for 1874, pp. 9, 13, 36, 44, 45, 95.

It is stated that, out of a population of 726,915 in the State in 1870, there were 275,742 illiterates, of whom 50,749 were whites. "This fact," it is argued, "has almost the force of a command that every child shall be furnished with an elementary education;" and the superintendent remarks: "In those States of the Union where systems of free schools have been most perfectly developed, compulsory school laws are being enacted. How much greater the necessity for such laws in the Southern States, where there are nearly 5,000,000 of illiterates."—(State report for 1874, pp. 13, 14.)

COST OF EDUCATION.

The school population of the State, according to the last enumeration, numbers 250,000. It costs, to educate one child in the city of New Orleans nine months, \$27: \$3 per month. In the country it costs, to educate one child the same length of time, \$18: \$2 per month. To educate one-half of the children in the State six months will require a revenue of \$1,500,000, no provision being made in this estimate for building school-houses, the purchase of school sites or school apparatus.—(Report of 1873, p. 13.)

OFFICIAL DISHONESTY.

Among the causes that have operated to the prejudice of the school system, the superintendent brings prominently forward and enlarges upon that of official dishonesty. Notwithstanding the exercise of the greatest vigilance and careful inquiry as to antecedents and character, it is stated that bad men have secured responsible positions in the school boards as well as in other departments, and up to the present time every effort to punish offenders has resulted only in designating crimes and criminals. An appeal is made to the general assembly to give this subject a rigid investigation and adopt suitable measures for the protection of the school funds from further alienation.—(State report for 1873, p. 16.)

LACK OF SCHOOL-BUILDINGS.

In most of the parishes of the State the need of school-houses is the greatest source of embarrassment. Scholars, for want of buildings, have been taught under trees and in buildings that had no doors, windows, or floors. There are no school-buildings worthy the name in the State, with the exception of a few in New Orleans and in one or two of the older towns in the interior. Indeed, even the best of the school-houses in New Orleans would not be tolerated in any city or large town at the North longer than to give time to erect others.—(State report for 1873, p. 14.)

DEFICIENCY OF REVENUES.

The school-revenue, it is stated, is not sufficient to maintain schools for more than one-third of the children in the State, and unless it be supplemented from other sources, the remainder will have to grow up in ignorance. In view of this fact, the bill before Congress, appropriating the proceeds of sales of public lands to establish an educational fund, is regarded with great satisfaction.—(State report for 1873, p. 29.)

SCHOOLS AIDED BY THE PEABODY FUND.

Minden, \$400; Montgomery, \$400; Amite City, \$600; Jackson Normal School, \$250; New Orleans Normal Seminary, \$1,600—total, \$3,250.

CITY SCHOOL SYSTEMS.

NEW ORLEANS.

School-revenue.—The great problem before the board of directors is, How can revenue sufficient to maintain the schools be provided? The expenditures for 1873 are estimated at \$480,496, while the probable revenue is only \$307,784. As a means of providing a sufficient revenue for the maintenance of the schools, it is recommended that the city tax be increased to three mills and an ordinance passed by the city administration to receive the school board certificates of indebtedness for all taxes except the school tax. This will place the schools beyond all contingencies.—(State report for 1874, pp. 23, 24, 151, 163, 176, 177.)

Attendance.—Of the 25,215 pupils enrolled during the year, 17,193 were in daily attendance. The average enrollment was 46 to a teacher, the average attendance 39 to a teacher. The enrollment is larger and the average attendance better than in any previous year.

Truancy.—It is estimated that there are over 20,000 children in the city between the ages of 6 and 16 who do not attend any school. The superintendent repeats the suggestion made in his last annual report, of the necessity in New Orleans of truant-laws similar to those existing in most of our large cities.

School accommodations.—The school-buildings are in better condition than at any time since the war, but the school-room accommodations are entirely inadequate. One thousand five hundred more pupils are enrolled than at the same time last year, and

the number is constantly increasing. To provide for this steady increase exceedingly taxes the financial resources of the school-board.*

School legislation.—By act of the legislature of 1873-'74, certain modifications were made in the school laws relative to the city schools. The changes effected by the amendments to the law are as follows: Each director is considered a director of the public schools of the city, and not of any particular ward or district, as heretofore. Under the former law, each director was supreme in his ward, and decided all matters without reference to the proper committees, even the committee on teachers being wholly ignored. Directors failing to visit once each month the schools to which they are assigned are liable to be removed by the State board of education. The division superintendent is made *ex officio* a member of all committees. The clerkship of division superintendent is converted into the office of assistant division superintendent.

By legislative enactment the town of Carrollton has, in the past year, been annexed to the city of New Orleans, adding two public schools, with about 400 pupils, to the school roll of the city.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

No State normal school appears to exist in Louisiana, although the school law provides for one. There was formerly a city normal school in New Orleans; but, from the inability of the school board to sustain it by appropriations, it has passed from the control of the board into that of private parties, and is now a department of the New Orleans University. It reports for 1874 three years in its course, instructors the same as in the university, but an inability to give the number of students attendant during the last school year, and an absence of such educational facilities as a chemical laboratory, philosophical cabinet and apparatus, museum of natural history, and model school. Special instruction is said, however, to be given to students preparing to teach in the public schools, including courses of lectures on the theory and practice of teaching.

Straight University, in the same city, has also a normal department, with a three years' course, said to be arranged with special reference to the education of teachers, graduates receiving a teacher's diploma, with the degree of B. S. The latest report from it covers the session of 1872-'73, when there were 10 male and 22 female students in attendance.

The Peabody Normal Seminary at New Orleans, sustained by a local subscription of \$2,000 and an allowance of \$1,550 from the Peabody fund, reports for 1874, resident instructors, 6; lecturers, 2; years in course, 3; volumes in library, 60, of which 30 are pedagogical; but no chemical laboratory, philosophical apparatus, or museum. The students, all female, are as follows: Post-graduates, 7; normal seniors, 53; normal, juniors, 57; preparatory, 62—total, 184. There were 61 graduates for the school year of 1873-'74, of whom about 48 engaged in teaching.

There is here a model class for exercise in teaching, and graduates receive a diploma on passing a creditable examination in all the branches of the course, while certificates of special proficiency and aptitude are given to such of them as excel in the most essential branches of study. Thirteen received such at the close of the first term of the session of 1874-'75, after very creditable and interesting exercises.

A branch of this school exists at Jackson, La., but from it no report for 1873-'74 has been received.

TEACHERS' INSTITUTES.

The school law of the State makes it the duty of each division superintendent to hold, once in each year, at some convenient point in his division, a teachers' institute, and also to encourage and assist at teachers' associations, to be convened four times in each year, if practicable. In the reports of these superintendents, however, for 1873, no evidence appears of either institutes or associations having been convened. Only one of the superintendents makes any allusion to them. He, speaking of them as "indispensable aids in prosecuting successfully the educational work," and "subserving many valuable ends and purposes," still, evidently with regret, says: "I have not been able, indeed, it has been utterly impossible for me, to hold an institute this year." The absence of such means of improving teachers is certainly much to be lamented, the more so, as

* The report for 1873, pp. 277, 278, says that "the school-board is continually perplexed by the urgent demand for more extended school-house room. But two public school buildings have been erected during the last sixteen years, and yet during that time 10,000 children have been added to the school roll of the city who previously had been debarred from the privileges of education. Of this additional number, over five thousand avail themselves of the public school advantages. To accommodate these accessions to the school roll mere apologies for school houses have been temporarily tolerated. Buildings poorly adapted to school purposes, in many cases churches, were rented."

This condition of affairs has, however, been improved by the present school board, in vacating some of the most unsuitable buildings, renting better ones, repairing others, and building two attractive and spacious buildings, in the eighth ward of the city, out of the McDonogh fund.

the law requiring the establishment of a normal department in every high school appears to be a dead letter throughout the State.

The report for 1874 presents a gratifying evidence of improvement in this line, in the organization of the teachers of the second division into local teachers' institutes. These, it is believed, are the first institutes ever established in the State. Four organizations have been formed and two more will be formed as soon as practicable. Although none of the institutes have as yet been able to hold more than three or four regular meetings, a marked improvement is visible in the interest manifested by both teachers and people in the cause of public education. Nothing, since the establishment of the present school system, has seemed to be so fruitful in good results.

Eleven meetings of the institutes have been held; seven lectures were delivered by the division superintendent; the number of members enrolled is 81; number of volumes in library, 135.—(State report for 1874, pp. 260, 263, 269.)

SECONDARY INSTRUCTION.

PRIVATE SCHOOLS.

The report of the State superintendent for 1874 gives, in its summary of statistics, a total of 846 teachers, with 22,306 scholars, as belonging to private schools; but how many of these are of secondary rank does not appear.

In a "view of the condition of school work in the parishes," several schools apparently of this rank are mentioned, but no such information is given respecting them as would form the basis of a statistical report.

Two schools for boys, three for girls, and one in which both sexes are received report to the Bureau 49 teachers and 674 pupils, 563 in English courses, 27 in classical, and 414 in modern languages. Of these, 137 are reported to be preparing for a collegiate course, either classical or scientific. In the three girls' schools and in one of those for boys, vocal and instrumental music are taught; in the former, drawing also. Two have laboratories, one has some philosophical apparatus, and five of the six have libraries numbering from 20 to 600 volumes.

HIGH SCHOOLS.

The establishment of a high school at Baton Rouge, "the first in its present educational history," is noted in the State report for 1874 as matter for congratulation.

The only others mentioned are the three city high schools of New Orleans, one of which, located in the central part of the city, is for boys, the other two for girls. "The object kept in view in the girls' high schools is to complete the elementary instruction begun in the grammar schools, to impart to the pupils a thorough knowledge of those higher branches which a lady of culture should possess, and to discipline and strengthen the mental faculties by application to studies adapted for this purpose. The course of study is three years, and comprises a full range of English studies, into which enter ancient and modern history, rhetoric, English and American literature, intellectual and moral philosophy.

"The Central High School for Boys, organized in 1867, is distributed into six departments, as follows: A department of English literature, under charge of the principal; a department of Latin and Greek languages and ancient mythology; a department of science; a department of mathematics; a department of commerce, comprising the study of penmanship, drawing, and practical book-keeping; and a department of French. Each of these departments is taught by a professor, who attends exclusively to it and who is selected for his especial fitness for that department. The course is four years, and affords to those attendant a thorough training in the usual high school branches." It was with just pride that this central high school saw, three years ago, one of its former members carry away, after an attendance of two years, every first prize of one of the most popular southern colleges, and become the recipient of the highest honors ever bestowed on any of its alumni.

During the first year in this school all pursue the same course. After that, students who do not desire to pursue classical studies are excused from attending to Latin and Greek.

BUSINESS COLLEGES.

Four of these aids to the preparation of young people for business pursuits report 12 teachers and 915 pupils, of whom 860 are males and 55 females. Their courses are from 3 months to 1 year. One of them has a library of 500 volumes, and of the students 6 are studying German, 22 French, and 14 Spanish.

SUPERIOR INSTRUCTION.

LOUISIANA STATE UNIVERSITY, BATON ROUGE.

This institution, founded in 1855 from grants of land made by the General Government for establishing a "seminary of learning," was opened for the reception of stu-

dents on January 2, 1860, under the superintendence of Col. W. T. Sherman, now General-in-Chief of the United States Army. Heavy losses were sustained by the university during the war, and in 1869 its building was consumed by fire; since which misfortune the buildings of the asylum for the deaf and dumb at Bâton Rouge have been occupied by it.

The deplorable financial condition of the institution, as described in the previous report, has not been relieved, but rather rendered worse by another year of extreme poverty, and some aid from the State is earnestly asked for. A union between the university and the State agricultural college is recommended by the superintendent of the university as a measure of mutual benefit, not only in respect to pecuniary means, but for the broader culture thus attainable.

The scientific chairs of the university are well provided with a physical and chemical apparatus, engineering instruments, mathematical models and diagrams. The Patent-Office at Washington has presented the university over 300 models of machinery. The chemical department is being fitted up with a working laboratory for students.

The collection of minerals and of geological and conchological specimens numbers many thousands, and there is a rich herbarium, scientifically determined and well arranged.

The number of cadets in attendance during the year was 140, of whom 136 were residents of Louisiana.

The course of instruction embraces at present preparatory and academic departments, with commercial and civil-engineering schools.

There is a library of 11,000 selected volumes, 342 of which are encyclopedias, especially valuable for ready reference to subjects under consideration.

A gallery of art, neatly furnished class-rooms, excellent order, and cleanliness are also said to be among the attractions of the institution.*

STRAIGHT UNIVERSITY, NEW ORLEANS.

Congregational. Incorporated 1869. Is open to youth of either sex and every race. Eight departments are in operation, elementary, academic, preparatory, collegiate, normal, theological, legal, and medical.

LELAND UNIVERSITY, NEW ORLEANS.

Baptist. Incorporated in 1870, but not organized till 1873. Like Straight University this is specially intended to aid in the elevation of the colored race by affording it the opportunity for higher education. Its charter provides that no student shall be excluded on account of race, color, sex, or sect. It is provided with dormitories and a boarding-hall, and students are received either as day scholars or as boarders. Its grounds were purchased with the aid of the Freedmen's Bureau and gifts from benevolent individuals.

Four departments are organized: (1) English and scientific, designed for those who do not wish to study the languages, but to obtain a business and normal education; (2) industrial, affording remunerative manual labor to such as desire to avail themselves of this mode of support; (3) literary and classical, embracing a full collegiate course; (4) theological, for such as wish to prepare for the sacred ministry.

NEW ORLEANS UNIVERSITY.

Methodist. Chartered in 1873; was formerly known as the Union Normal School, and represents the consolidation of several other educational interests. Its object is to aid, as in the two preceding cases, the higher education of the youth of the Southwest without distinction as to race or sex. Preparatory, collegiate, normal, theological, commercial, and musical departments have been organized, and in these, for 1873-'74, were enrolled 300 students; for 1874-'75, 384.

CENTENARY COLLEGE, JACKSON.

Methodist Episcopal. Is spoken of in the report of the State superintendent (report for 1874, p. 89) as "the pride and boast of the State, the buildings superb, the grounds about them beautifully arranged, the faculty composed of ripe scholars, and the curriculum embracing all branches usually studied in our best colleges."

The circulars of St. Charles College, Grand Côteau, and of St. Mary Jefferson College, College Point, (both Roman Catholic,) afford comparatively slender information as to the extent to which the studies enumerated in their courses are pursued. The former, under the care of the Jesuit Fathers, has a "plan of instruction which embraces Latin, Greek, English, French, poetry, rhetoric, history, geography, mathematics

* Col. D. F. Boyd, the accomplished and faithful superintendent of the university since the war, has been selected by the Khédive of Egypt to take charge of his military college, and expects to go there. His rank will be that of brigadier general. He will, however, remain at the university till October, 1875, to see it fairly started in its next session.—(Letter from Colonel Boyd.)

natural and mental philosophy," with German, book-keeping, music, and drawing, optional. The latter, under the charge of the Marist Fathers, has three courses: preparatory, commercial, and classical. No statement by either of the length of course.

FEMALE COLLEGE.

The Silliman Female Collegiate Institute, at Clinton, (Presbyterian,) reports 5 instructors and 33 preparatory students, with 47 in the regular collegiate course, 11 in partial courses, and 6 post-graduate students. It is authorized to confer degrees, has a library of 300 volumes, and includes in its studies vocal and instrumental music, drawing, painting, and French. It has a laboratory and philosophical apparatus as aids to instruction.

Statistics of universities and colleges, 1874.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship-funds.	
Centenary College of Louisiana.*	6	...	100	24	\$100,000	.....	\$10,000	.....	.....	.....	5,000
College of the Immaculate Conception.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Leland University.....	5	.....	125	.....	60,000	.....	.....	\$600	.....	.....	.....
Louisiana State University.....	2	0	4	2	82,055	\$138,000	\$8,230	6,817	.....	\$0	11,500
New Orleans University.....	13	.....	6126	7	40,000	.....	.....	1,000	.....	.....	300
St. Charles College.....	10	0	9	32	.....	.....	.....	1,500	.....	0	4,600
St. Mary Jefferson College.....	15	.....	.....	.....	40,000	.....	.....	.....	.....	.....	5,000
Straight University*.....	4	.....	28	11	36,000	.....	.....	.....	.....	.....	2,500

* From Report of Commissioner of Education for 1873.

a Income due, but not received.

b Also 173 irregular students.

c Includes society libraries.

AGRICULTURAL AND MECHANICAL COLLEGE.

The legislature, on April 7, 1874, passed an act having for its object to carry into effect the purposes of the donation by the United States of public lands for the benefit of agricultural and mechanical arts, and to establish an agricultural and mechanical college in the State. With as little delay as possible a college faculty was appointed, a course of study adopted, and the college opened in the Louisiana University building, June 1, 1874, soon enrolling 70 matriculates for a summer session of three months.

The fall term opened November 15, with 60 pupils, few of whom, however, came up to the standard it is desired to establish for the two regular collegiate courses, the agricultural and the mechanical. They were therefore temporarily divided into three sections. The first aim of the faculty will be to raise the grade of scholarship.

Evening classes have been formed for young men engaged during the day, and have proved highly satisfactory. The present class of twenty young men, from 18 to 30 years of age, is very highly commended. In these classes the studies are optional.

The discipline of the institution is strictly military in its character.

The Chalmette battle-ground, in the parish of St. Bernard, where the State owns 200 acres of land, has been selected as a site for the college, and it is hoped that the institution will soon be established in permanent quarters.

It is believed that when so established, it may, by fruit-culture and stock-raising on its model farm, as well as by the labor of the students in its workshops, contribute largely towards its own support.—(State report for 1874, pp. 86-94, and special circular.)

Statistics of schools for scientific and professional instruction.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	
SCHOOL OF SCIENCE.									
Agricultural and Mechanical College of Louisiana.	10	....	150	4	.....	\$196,200	.....	.....	.....
SCHOOL OF THEOLOGY.									
Biblical department of New Orleans University.	.....	.....	24	3	.....	.....	.....	.....	.....
SCHOOL OF LAW.									
Law department, University of Louisiana.	4	....	28	2	.....	.....	.....	\$3,225	.....
SCHOOLS OF MEDICINE.									
Medical department, University of Louisiana.	8	....	101	3	\$75,000	0	\$0	15,875	2,000
New Orleans Dental College b	11	....	43	2	c1,000	0	0	.....	0

a Preparatory students.

b From Report of Commissioner of Education for 1873.

c Apparatus.

SPECIAL INSTRUCTION.

INSANE ASYLUM OF LOUISIANA.

Supported by the State at an annual cost of \$40,000, the institution has a capacity for accommodating 160 patients. The present number of inmates is, males, 80; females, 90—total, 170.

LOUISIANA INSTITUTION FOR THE DEAF AND DUMB.

The officers and instructors in this institution consist of a superintendent, three teachers, a matron, and assistant matron. The board reports the condition of the institution as encouraging, as nothing has transpired the past year to mar the general peace and harmony or to interfere with the aim and object of the school.

The number of pupils admitted since the date of the last annual report is 51. Of these 3 have been new pupils, 1 has been re-admitted; 30 are males, 21 are females; 3 have finished the prescribed course of study. Out of the 51 pupils in attendance, it is believed that 37 were born deaf and 11 became deaf by sickness or a constitutional tendency to auricular weakness before a knowledge of language was generally acquired.

The income for the year from all sources is \$13,764.25; expenditures for the same period, \$13,755.26; leaving a balance of \$8.99.

The superintendent calls attention to the superior advantages of the language of gesture and pantomime over that of spoken language read from the lips, as it is more rapid, precise, vigorous, and, with culture, beautiful to a degree that fascinates, and so natural that it becomes a part of the deaf, as much as speech is of the hearing, and may completely answer for every use of speech.

Compulsory attendance upon the instruction of the institution is strongly urged. Two hundred, at least, in the State within the limits of the law respecting their education are kept away by a morbid parental sympathy, by stolid indifference, by poverty, or by a cruel disposition on the part of parents to profit by their manual labor. Already twelve of the thirty-seven States have adopted the principle of compulsory education, and why should not this State require it?

The pupils of the institution are all in good health, industrious, and making fair progress in their course of education. Commendable results have been accomplished in the printing-office. All the boys have made good progress in the art of type-setting and printing.

Pupils from other States are admitted to this institution on payment of \$250 per annum, in advance.—(Trustees and officers' report 1875, pp. 7, 11, 12, 13, 19, 20, 21, 22, 23, 37.)

LIST OF SCHOOL OFFICIALS IN LOUISIANA.

Hon. WILLIAM G. BROWN, *State superintendent of public education, and president of State board of education, New Orleans.*

DIVISION SUPERINTENDENTS AND MEMBERS OF STATE BOARD OF EDUCATION.

Name and division.	Post-office.
P. M. Williams, first division.....	Amite.
E. S. Stoddard, second division.....	Carrollton.
George B. Lond, third division.....	Plaquemines.
Charles W. Keeting, fourth division.....	Shreveport.
James Brewster, fifth division.....	Monroe.
Charles W. Boothby, sixth division.....	New Orleans.
J. V. Calhoun, assistant.....	Do.

MAINE.
SUMMARY OF STATISTICS.*

	1873.	1874.
SCHOOL FUND.		
Amount of school fund.....	\$319, 273	\$361, 893
RECEIPTS.		
From State treasury.....	229, 272	367, 000
From local funds.....	17, 409	17, 334
Amount of school money voted.....	625, 618	673, 314
Excess above amount required by law.....	149, 953	187, 782
EXPENDITURES.		
For school supervision.....	25, 943	28, 540
To prolong schools.....	10, 657	10, 462
For repairs, fuel, insurance, &c.....	93, 897	123, 840
Total for public schools, (returns incomplete).....	784, 731	951, 773
Paid for tuition in private schools, academies, or colleges.....	52, 869	43, 152
Paid for the same out of the State.....	11, 249	9, 119
Aggregate amount expended for education.....	1, 147, 242	1, 191, 712
SCHOOL POPULATION AND ATTENDANCE.		
Whole number of scholars 4 to 21 years of age.....	225, 179	225, 219
Number registered in summer schools.....	116, 750	122, 458
Average attendance.....	103, 548	108, 478
Percentage of average attendance to whole number.....	.49	.49
TEACHERS.		
Number of gentlemen teaching in summer.....	140	161
Number of gentlemen teaching in winter.....	1, 904	1, 938
Number of ladies teaching in summer.....	4, 094	4, 366
Number of ladies teaching in winter.....	2, 327	2, 367
Number of teachers who are graduates of normal schools.....	284	294
Average monthly wages of gentlemen teachers, exclusive of board.....	\$34 28	\$36 17
Average weekly wages of lady teachers, exclusive of board.....	3 79	4 05
Average cost of teacher's board per week.....	2 31	2 32
SCHOOLS.		
Average length of schools.....	20 w. 2 d.	21 w. 5 d.
Number of school districts.....	3, 967	4, 043
Parts of districts.....	347	361
Number of school-houses.....	4, 053	4, 199
Number in good condition.....	2, 397	2, 591
Number built during the year.....	122	122
Cost of the same.....	\$153, 695	\$150, 220
Estimated value of all school property.....	\$2, 939, 236	\$3, 079, 311

Comparative statement showing progress in ten years.†

	1874.	1864.	Increase.
SCHOOL FUND.			
Amount of permanent school fund.....	\$361, 893	\$173, 492	\$188, 401
RECEIPTS.			
From taxation.....	897, 471	426, 904	470, 567
Excess above requirement of law.....	187, 782	37, 802	149, 980
Income of permanent school fund apportioned to schools.....	19, 558	10, 120	9, 438
Bank tax apportioned to schools.....	131, 293	39, 386	91, 907
Amount derived from local funds.....	17, 334	16, 907	427
Amount contributed to prolong schools.....	10, 462	11, 043	1, 181

* From report of the Hon. Warren Johnson, State superintendent of common schools, for 1874, being the twenty-first annual report for the State, pp. 5-7. This report, Mr. Johnson says, properly closes December 1, 1874, and in its general statements is intended to represent the school work, reports of normal schools, teachers' institutes, &c., for the twelve months immediately preceding the above date. The school statistics, however, embrace the period between April 1, 1873, and April 1, 1874, the regular school year.

† State report for 1874, p. 55 of appendix.

‡ Decrease.

Comparative statement showing progress, &c.—Concluded.

	1874.	1884.	Increase.
EXPENDITURES.			
Amount paid for repairs, fuel, &c.....	\$123, 840	\$51, 187	\$72, 653
Amount paid for school supervision.....	23, 540	13, 577	14, 963
Total for public schools, exclusive of town appropriation.....	1, 191, 712	887, 100	304, 612
Amount paid for tuition in private schools, academies, &c.....	43, 152	35, 076	8, 076
Amount paid for the same out of the State.....	9, 119	16, 725	7, 606
SCHOOL POPULATION AND ATTENDANCE.			
Population of the State.....	626, 915	628, 300	*1, 385
Valuation of the State.....	\$224, 552, 406	\$164, 714, 163	\$59, 838, 238
Number of children 4 to 21 years of age.....	225, 219	235, 249	*9, 556
Number registered in summer schools.....	122, 458	133, 150	*10, 692
Average attendance in summer schools.....	98, 744	102, 923	*4, 177
Number registered in winter schools.....	132, 333	132, 306	*27
Average attendance in winter schools.....	108, 478	111, 892	*3, 144
Ratio of attendance to whole number of scholars.....	.49	.46	.03
Average length of schools in weeks and days.....	21 w. 5 d.	20 w. 2 d.	1 w. 3½ d.
TEACHERS.			
Number of gentlemen teaching in summer.....	161	137	24
Number of gentlemen teaching in winter.....	1, 928	2, 274	*346
Number of ladies teaching in summer.....	4, 366	4, 088	274
Number of ladies teaching in winter.....	2, 367	1, 846	521
Wages of gentlemen teachers per month, besides board.....	\$26 17	\$23 29	\$12 88
Wages of lady teachers per week, besides board.....	4 05	2 13	1 92
Cost of board per week.....	2 32	1 56	76
SCHOOLS.			
Number* of school districts in the State.....	4, 043	4, 120	*77
Number of parts of districts.....	361	374	*13
Number of school-houses.....	4, 199	4, 035	154
Number reported in good condition.....	2, 591	2, 188	403
Number built within the last year.....	123	77	45
Cost of the same.....	\$150, 220	\$111, 385	\$38, 835

* Decrease.

ELEMENTARY TRAINING.*

TOWN SYSTEM VERSUS DISTRICT.

Mr. Johnson's objections to the district system for the establishment and maintenance of schools have been in past reports decisively presented. Still advocating the plan of town (or township) action for the management of school affairs, as securing better school-houses, better and longer schools, and larger educational facilities with the same outlay of money, he calls to his aid the experience of the town of Orono, where since 1851 the latter system has been in operation. Its advantages, as stated by a gentleman well versed in such matters, have been there as follows:

"First. It has enabled us to establish graded schools with all the advantages that accrue from concentrated effort and a well-managed division of labor.

"Secondly. It has secured better classification than was possible under the old system, and, as a result, greater progress on the part of the scholars in all the studies pursued, and also a wider range of studies.

"Thirdly. It has enabled all the scholars to attend school where their needs can be best supplied and to have equal advantages. Every scholar is now promoted from the primaries, through the several grades to the high school, without regard to age, sex, or previous condition, and solely upon his individual merits as a scholar.

"Fourthly. It has caused school-houses to be erected where they could not otherwise have been without very burdensome taxation.

"Fifthly. We are now enabled to make all our schools of the same length, without regard to the number of scholars.

"Sixthly. It has secured better school-buildings in each section of the town, and they are of a size and style nearly uniform. Formerly the most densely populated and most wealthy districts had the best buildings, while other districts were obliged to be content with inferior and less suitable ones.

"Seventhly. It has secured better teachers and greater permanency of teachers. Formerly there were but two terms in the school year, a summer term taught by a school-mistress, because only the smaller scholars attended, and a winter term taught by a man, because all the large boys and girls went then. So there was a new teacher

* The superintendent gives much attention, under this head, to drawing in the public schools, with illustrations, on pages 81-105, 143, 144.

every term. Now the same good teacher is continued from term to term for several terms, sometimes for years, and, knowing the capacity and attainments of each pupil in his school, is enabled to assign proper lessons at the beginning of each new term without delay, and in advance of where the pupil left off the previous term. Thus there is no loss of school-time.

"Eighthly. It has enabled us to give all those children who desired it an education equal to that given by the best academies in the State, under the immediate care of their parents and with none of the drawbacks which result sometimes from their being sent to school away from home.

"Ninthly. It has enabled us to secure a more efficient and permanent system of school supervision. Formerly the entire school board was chosen annually, but now each school official is chosen for three years, and the board, having all the powers and duties of school agents, as well as those of superintending school committee, are justly held responsible, to a very large extent, for the condition of all the public schools.

"Tenthly. It has enabled us to do all this work with less difficulty and at less cost than would be possible under the former system. Our present high school teacher has been with us in that capacity for about five years, our select school teacher two years, and others in the years gone by from one to ten years. Other things being equal, those persons are selected for teachers who will be most likely to remain with us a considerable time.

"In conclusion, allow me to add that I consider the workings of the 'town plan' eminently satisfactory to our people generally."—(State report, pp. 121-124.)

Similar testimony comes from Westbrook.

FREE TEXT-BOOKS BY TOWNS.

On this subject, the same gentleman who writes respecting the advantages of the town school system as tried in Orono, writes again from the experience at Orono:

(1) "It saves expense. The books are purchased in large quantities, directly from the publishers, and at a discount of from 33½ to 40 per cent. from retail prices, freight paid for first supply. These are in use continually till worn out or exchanged for new ones. The total cost per annum will not exceed, on the average, seventy-five cents to each scholar, or one-third the former cost.

(2) "It is the most convenient method. On the first day of each term, all the teachers are furnished with a full supply for immediate use, which they distribute and charge to the scholars, keeping a strict account with each one. The whereabouts of any particular book can thus be told at any time, and if it receives injury the scholar liable therefor is also known. No time is lost to the scholar from a lack of books because his parents or guardians are unable or unwilling to furnish them, but he is enabled to go to work at once upon the lessons assigned him.

(3) "It supplies all the books needed. There is no longer any ill-feeling between teacher and parent because the needed book is not forthcoming at once. Parents have felt grieved in former times because of their inability to get ready all the books without delay, but this is now happily avoided.

(4) "It secures uniformity of text-books. How much valuable school-time has been lost on account of a multiplicity of text-books, only those who have had the practical experience know. I have seen a class in geography come forward to recite with three different kinds of books, and the class had to be separated into three divisions for recitation, or some of them compelled to recite from a book they had not studied. Now we have no such condition of affairs, and I know of no way in which the desired uniformity can be so readily secured.

(5) "It insures a complete classification. The scholars are, after careful written examination, put to work according to their ability to perform the tasks assigned them, and the class is not kept back by inability of any one or two to keep up, neither is any one compelled to use any book not suitable for him. And all know that with fewer classes the teacher can give more time to each class.

(6) "It enables all the higher schools to have suitable reference books and desk books. The use of reference books is considered of much more importance now than formerly, and scholars delight to consult them on all proper occasions. They thereby acquire a broader culture, become acquainted with different styles of composition and the different methods of stating the same proposition, which add greatly to the interest of the recitations.

(7) "Transfers and exchanges are much more easily effected. If it is thought desirable to adopt new books in place of those now in use in any given school, the old ones can be transferred, without loss, to other schools, and there be worn out and new ones substituted for trial on their merits.

"(8) It increases the number of scholars attending school. Now no one remains out of school from a lack of books, neither does he feel himself an object of charity because he studies a book belonging to the town. The advantages to the community of a large attendance at the public schools are not to be overlooked or neglected, and any good scheme which shall secure this without fail is 'a consummation most devoutly to be wished.'"—(State report, pp. 125-128.)

GOOD SCHOOL-HOUSES.

Mr. Johnson reports an increasing interest in intelligent efforts to secure comfortable accommodations for our public school pupils, and also to equip the school-rooms with suitable appliances. The free high school establishment has awakened popular attention to a superior class of school-buildings, and very many villages are now ornamented with tasteful and convenient edifices for educational purposes. In 1854, 128 new school-houses were built, at a cost of \$60,000; in 1874, 122 were constructed, at a cost of \$150,000, indicating that the average amount expended for each house has doubled. Allowing for difference in cost of labor and materials, we still have a very much better average school-house. More inquiries have been addressed to this office, the past year, for plans and specifications than ever before. The following recommendations are accordingly made as to the means of making school-houses what they ought to be:

Location.—Select one of the pleasant sites in the district. The lot should contain at least half an acre, oblong in form, with the building near the rear, as far as possible from the street, affording ample play-grounds for the pupils. Do not locate in a thick clump of trees, on a barren waste, near any noisy manufacturing establishment, or any possible source of malaria. Be sure to provide a good cellar, using the earth to grade high around, thus affording good drainage, room for furnace and fuel, good air under the school-house, and no opportunity for decaying rubbish.

Size.—Make the dimensions of the school-room such as to allow for sufficient seating and breathing, viz, 25 square feet of floor-space and 300 cubic feet of space as the minimum of each pupil. Do not crowd into close quarters growing, active boys and girls.

Light.—Allow ample light. Make the windows long and narrow, rather than wide and short. This gives more room for blackboard surface and better facilities for airing the room completely during study-hours or at recess. Admit the light at the sides of the room, not at the ends. This gives the entire rear for blackboards, and with shutters or curtains the teacher can regulate the light from either side of the room and save eyes.

Air.—Children must have air. Ten cubic feet per minute are required for active lungs. This must be secured by sufficient inflow of outside air to meet the demands for complete aeration of the blood. In warm weather ventilation may be obtained by the windows, opening at top and bottom to secure a change of air throughout the room. No strong current should be allowed. At recess, however, the windows can be thrown wide open. In winter many teachers, particularly in private schools, require the pupils to put on their heavy attire prior to going out at recess, the windows are thrown open for a few minutes, the pupils then march round the room and file out through the door to the play-grounds. They are then better prepared for the outside air. This plan works well in schools of higher grades, especially when there are pupils disinclined to take any exercise. For ordinary ventilation many devices have been presented, but one of the simplest is the following: Lower the upper sash of the window, raise the lower sash, each, say three inches. To these openings fit two half boxes of light material, as long as the window is wide, bottom six inches wide, inner side three inches high, and ends with half-inch stops. The sash will hold these half boxes in place, the bottom will prevent the cold air from dropping directly down on the pupil, the inner side will deflect the current upward, while the strength of the current can be regulated by stops on the outer portions of the ends.

Warmth.—The temperature of a study-room should be kept evenly at some point between 65 and 70 degrees Fahrenheit, and, if possible, all parts of the room should be maintained at same warmth. Fire-places and stoves will accomplish this with difficulty; hence the desirability of having a good cellar and furnace under the school-house. From the bottom of the cellar build a chimney at either end of the open area between teacher's platform and pupil's desks, with small fire-place for coal or short wood, and a hole or scuttle in the hearth through which to dump ashes into ash-box below. The fire-place will aid in ventilation, be a convenience for cold feet and hands in very frosty mornings and during days when a fire in the furnace is not needed. The furnace should be supplied with fresh air through two venti-ducts opening to the outer air, one to the south, the other to the north, to be opened or closed by slide-valves, according to the direction of wind, or both open in dull, heavy, murky days.

Furniture.—The necessary equipments of a school-room are desks for pupils, teachers' desks, and chairs for teacher and visitors, blackboards, crayons, pointers and erasers, outline maps, globes, forms and blocks for object-lessons and geometrical illustrations, water-pail, dippers, and a movable cabinet for writing and drawing books, text-books, reference books, and collections in local natural history made by pupils. Reading-charts and Prang's school chromos are desirable additions. Great care should be taken to make the seats for primaries sufficiently low. A broad aisle should extend around the room between desks and walls, affording room for work at blackboards and for circulation of air. The remaining aisles may be narrow, particularly if hinged seats be used. It would be well to have settees in front for recitation seats and to accommodate visitors.

Play-grounds and out-houses.—As indicated above, the play-grounds should be ample, where all the pupils, male and female, may find room for out-door exercises, either separately or together. The recesses of the two sexes should be at the same time and the sports should be under the oversight of the teachers. An opportunity is thus afforded for complete airing of the school-room; relaxation is allowed the teachers, vicious tendencies on the part of the few detected and corrected, and pupils are taught gentlemanly behavior at all times. The out-houses should be in the rear of the school-building, well constructed and ventilated, a proper fence or wall (if in the same building) separating those appointed for the two sexes. They should be under lock and key, and in charge of teachers who should examine them frequently. Regular water-closets, with suitable drainage, are preferable. Dry-earth closets for school purposes have generally proved failures. The law in regard to defacement of school property is very stringent, (see school law, sec. 90,) and a placard of same should be posted in every school-room.

Of the existent school-houses 2,600 are reported to be in good condition and 1,400 reported unfit for school purposes. The total value of all the school-houses, including grounds, is estimated to be \$3,000,000.—(State report, pp. 127-140.)

LEGISLATIVE ACTION ON EDUCATION.

The following was the action of the fifty-third session of the legislature of Maine respecting education in that State, as gathered from a letter in the Boston Journal, dated Augusta, Me., March 4, 1874.

The proposition to place the Industrial School for Girls at Hallowell under the guardianship of the State was defeated. The legislature, however, appropriated \$12,500 for the benefit of the school.

Proposals to repeal the free high school law, and to require all taxable property to be taxed for the support of schools, met with adverse action.

Laws passed abolishing corporal punishment in the State prison; giving authority to the trustees of the State normal school to arrange a course of study to occupy three years, for such students as elect to pursue the same; authorizing the governor to fill all vacancies in the board of trustees of the State College of Agriculture; authorizing a special committee to visit the college during the summer, inspect its operations, and report to the next legislature; chartering the St. Elizabeth Roman-Catholic Asylum in Portland, with the right to hold property to the amount of \$100,000; incorporating the Eaton Family and Day School, at Norridgewock.

A law passed, too, which provides that in the assessment of school district taxes the assessors may assess on the polls and estate of the owners and residents in the district such sums over and above the sum committed to them to assess, not exceeding 5 per cent. thereof, as a fractional division thereof renders necessary, and certify that fact to the town treasurer. The expense of assessing and collecting this tax is to be paid by the district.

School district taxes are now to be assessed within sixty instead of thirty days.

The charter of Colby University was changed so that the powers heretofore vested jointly in the president of that institution and the board of trustees are now vested in the board of trustees, of which the president shall not be a member *ex officio* of the board, but the board may elect their own presiding officer, to hold office for such term as prescribed in the by-laws.

The Bowdoin Alumni Memorial Hall Association was incorporated, having for its object the completion and preservation of Memorial Hall connected with Bowdoin College.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

According to the reports submitted by the principals of the schools, Prof. C. C. Rounds, of the western school, and Prof. G. T. Fletcher, of the eastern school, it appears that both the training schools have been in a prosperous condition the past year. The examinations made by the trustees at their regular visitations, and also by their inspectory committees, confirm the opinion that these institutions are not only doing well the work assigned to them by the State, but that they may properly be classed among the indispensable agencies in the public school system.

The school-buildings, although not so expensive as many other normal school structures in other States, meet very well all ordinary wants. The equipments in apparatus, libraries, cabinets, &c., are, however, not yet sufficient. The grounds, too, need grading and inclosing with iron fences. Appropriations for these purposes are earnestly recommended. The present current expenditures for salaries, fuel, repairs, &c., amount to \$12,000. The sum of \$15,000, therefore, is asked for to meet the wants of the two schools for the year 1875.

The third year, or post-graduate course, contemplated by act of legislature last winter, has not yet been established, first, because the trustees were not agreed as to

what the third-year course should embrace, and, secondly, no appropriation was made by the legislature to meet the extra expense of the same.

Model or practice schools, for primary work, are now maintained in connection with both schools, the one at Castine, eastern school, having been established the past year. The student teacher here has an opportunity of showing what he can do with the principles or theories acquired in the normal school proper. The model schools are supported, one-half by the State and one-half by the citizens of Farmington and Castine, respectively.—(State report, pp. 12-16.)

STATE SCHOOL AT FARMINGTON.

At the close of the last year, the school completed the first decade of its existence. During these years nearly 1,000 young men and women have been connected with the school and 198 have graduated from the complete course. The question has sometimes been raised whether the State receives returns in service such as to justify the expense of maintaining the normal schools. Circular letters of inquiry were sent out to former members of this school; and to a large portion of these, replies have been received. From replies received from the members of the eleven classes which have here graduated, we gather the following facts:

Total number in classes.....	183
Number who report.....	130
Number years taught in Maine.....	298½
Number years taught in other States.....	68
Total number of years taught.....	366½
Average number of years taught in Maine	2.20

Sixty-six $\frac{1}{3}$ per cent. of those reporting are still teaching; six of these are still at school and two have died. Eighty-two per cent. of graduates reporting, of four years' standing or less, are teaching or attending school.

During the fall term a library of some 500 volumes of carefully-selected works and quite a good philosophical and chemical apparatus were purchased. Some pieces of apparatus, especially a microscope, a telescope, and a spectroscope, are still needed, and also better accommodations for chemical manipulation.

Two changes in the present regulations of the school are considered of vital importance:

First. The law now admits ladies at 16, gentlemen at 17. Experience has shown that this distinction is very unwise, and that the age of 17, at least, should be required of all alike.

Secondly. Every pupil should be required, as a condition of entering the school, to declare his intention of remaining through the first term. Discredit is often brought upon the school and prejudice excited against it by the unsatisfactory work of those who have attended it long enough to gain the name of member of the normal school, but not long enough to comprehend its methods nor to become imbued with its spirit.

The superintendent urges the importance of a larger and more advanced course of study for those pupils who can avail themselves of its advantages.—(State report, pp. 16-18.)

STATE SCHOOL AT CASTINE.

The number of pupils in attendance during the winter term of 1873-'74 was 58; number of classes, 4. Number of pupils attending the spring term of 1874, 130; number of classes, 5. Number registered in fall term of 1874, 123. Total number for the year, 311, an increase of 55 over the corresponding terms of last year.

The average age and ability of the pupils compare favorably with the record of preceding years. The entrance examinations indicate a better preparation on the part of applicants than during the first few years of the school; an improvement largely due to the teaching of the normal students in the public schools. But still the scholarship of many applicants is so low that little professional work can be done with them during the first term of their attendance, knowledge being the first requisite in preparatory work for teaching. Hence a preparatory year is recommended for the benefit of those whose knowledge does not form a sufficient basis for strict pedagogical work.

Experimental teaching forms a part of the normal school work, and preparatory classes would afford an excellent opportunity for the advanced students to develop teaching powers under the direction of the teachers of the school with classes similar to those in district schools. By means of this three years' course much knowledge of the branches pursued could be obtained, as well as much more skill acquired in practice-teaching.

The training school recently organized in connection with the town primary school promises good results.—(State report, pp. 23-25.)

OTHER NORMAL SCHOOLS.

The number of pupils in the normal department of the Maine Central Institute, Pittsfield, for 1874, has been 30, of whom 3 graduated July 1. In the normal department of the Oak Grove Seminary, Vassalboro', for the same time, there were 17, of whom 10 engaged in teaching after an attendance of from 9 to 25 weeks in the school.

TRAINING SCHOOLS.

A considerable portion of the report is given to the need of some means for a fuller supply of well-trained teachers for the public schools and to the methods by which such a supply may be secured.

As to the first, the need of some means for a fuller supply of well-trained teachers, the superintendent says :

"In Maine we have 7,000 teachers. Ten per cent—not more—of these are fair workmen, tolerably well skilled in their craft. Possibly I have set the number too high, even, for would it not be a wonderful and cheering sight to behold 700 teachers—adepts in the art—gathered from our State in one assembly? Six thousand of our number, therefore, come under the category of 'raw recruits.' A large proportion of them are young girls, from 15 to 21 years of age, with limited attainments, no appreciation of the child-mind, no special acquaintance with the laws of mind or body, employed by indifferent agents, because their services are cheap, and soon drifting out of service into other employments, where they may gain a livelihood. Their only guides in training the young are possibly the examples of their teachers and the bits of experience they have stumbled into. The institutes afford them but a brief period of five days for suggestions in common methods, almost nothing in the line of professional knowledge. But even these opportunities are not improved generally by the country teacher, as our institute records show an average of only one-third of the total number in attendance; and these are mostly the better class of instructors. What shall meet this great need among the 6,000 teachers in the common schools of the State? We answer, a system of training schools; professional teaching demands normal schools."

As to the second point, the methods by which a supply of trained teachers may be secured, Mr. Johnson, having examined the prospect of supply from high schools, falls back on a normal school course of three years, one preparatory and probationary and two properly normal, divided into terms, two or three, as may on the whole be most convenient to those patronizing the same. "The studies should be nearly as now appear in the course of study. There can possibly be no time given to the study of Latin, Greek, French, German, or other foreign languages. The present demands of the great body of common school teachers, the pressing wants of the schools themselves, do not now allow this advanced course of study. In some future good time we may be able to imitate the Vienna arrangement, and establish a pedagogium—a normal school of normal schools—in which shall be received from the several subschools those students desirous of making further advancement."

By the adoption of the first year's course here indicated Mr. Johnson thinks that three desirable points not now found in the normal school system may be secured, namely, a special preparatory year, for the general benefit of young men and women of the country and villages with limited means and opportunities; secondly, a probationary year, in which to test the disposition, aptitude, and possible executive ability of these apprentices in the profession; and, thirdly, a class of advanced students—that is, advanced beyond the primary practice or model department presumed to be connected with every normal school—and a class corresponding nearly to the upper-grade classes of pupils found in our mixed and grammar schools, affording a capital field for test-work on the part of the third-year or graduating students.

In this first year, Mr. Johnson would have a commencement made in the science of pedagogics by the study of such plain manuals as Page's Theory and Practice, Curry's Infant Education or First Lesson on Habits of Observations and Object Studies. The second year should be devoted to a completion of common branches, to the study of physics, mechanics, geometry, physical geography, general history, English literature, and translations of classic writers, for the purpose of studying order and power of thought and methods of expression, and the history of education and educational systems, the principles of pedagogics, and the biographies of educators. The third year should be devoted largely to reviews—topical—to the continued study of school-economics, and especially to practice in the primary model school and the preparatory class of the first year.—(State report, pp. 105-118.)

JOURNAL OF EDUCATION.

The Maine Journal of Education, a monthly, published at Portland, under the editorship of Albro E. Chase, esq., has been an adjunct to the other agencies for training teachers, alike by its discussion of educational topics and methods, and by the intelligence it has afforded as to the management of town and city schools, and the current school publications. In the early part of 1875 it was merged, with other State publications, in the New England Journal of Education, at Boston.

TEACHERS' INSTITUTES.

The regular county institutes have been held during the past year under the conductorship of Hon. John H. French, Prof. N. A. Luce, and Hon. W. J. Corthell. The sessions commenced August 3, and continued five days each week till November 20, making sixteen consecutive weeks of institute instruction. The whole attendance of teachers actually engaged in the schools of Maine was about one thousand; the entire cost of institutes was \$3,109, making the average cost to the State for each teacher about \$3, (see appendix.) The appropriation for institutes was \$4,000. Besides the regular attendance of teachers above indicated, there was a fair attendance of citizens, particularly at the evening sessions. At these latter meetings subjects of general interest were presented, and quite often were followed by discussions in which the various views and educational wants of the public were freely and fairly brought out. The attendance of teachers has been much smaller than it ought to have been, and the general good effects of institute instruction not therefore so widely extended as they ought to be; nevertheless, as this is at present the only avenue by which the State can reach the teaching force to infuse new life or inspire to well-directed activities, the superintendent recommends the continuance of the institutes.

The superintendent says, in this connection: "It gives me pleasure to speak in the highest terms of the institute work done by Dr. French. As teacher and district commissioner in the State of New York and as superintendent of schools in Vermont, he brought to his instructions the rich fruits of an intimate acquaintance with the needs and wants of the public schools, while twenty-five years' experience in institute work enabled him to offer to our teachers precisely the matter necessary for the more complete discharge of their responsible duties, and in a manner most easily adapted to render them accomplished executive officers in the school-room. It was the general verdict of those teachers who attended the institutes this year that never before had they received more valuable suggestions for their professional work.

"The instructions of Dr. French were ably supplemented by the assistance of Messrs. Luce and Corthell."—(State report, pp. 56, 57.)

SECONDARY INSTRUCTION.

THE FREE HIGH SCHOOLS.

In the *New England Journal* of January 16, 1875, Mr. Johnson reports that 163 towns and cities in the State have in the past year availed themselves of the provisions of the free high school act.

The number of students in these schools, according to the State report, (p. 33,) was 14,828 in 1874; the average attendance, 11,652; the whole amount expended on them, \$120,280; the State allowance to them, \$39,969; being an increase over 1873 of 4,542 in enrollment, of 3,529 in average attendance, of \$36,756 in total expenditure on them, and of \$10,834 in State allowance to them.

The total number of pupils in ancient languages was 2,566; in modern languages, 976; in natural sciences, 4,425.

PREPARATORY SCHOOLS.

Six of these schools in Maine, with 29 teachers and apparently 559 scholars, report 166 of these as engaged in preparation for the classical course in college and 21 as preparing for a scientific course. Two of the schools possess laboratories, 2 museums of natural history, and 4 more or less philosophical apparatus. Only one has a gymnasium; but all have libraries of from 50 to 2,000 volumes.

A prospective increase of schools of this class is reported by a correspondent of the *New England Journal of Education*, the school at Hallowell, mentioned in the last report of this Bureau, soon to come into operation as a feeder for Bowdoin, and at least three others which it is proposed to endow and to enlarge as feeders for the other colleges.

OTHER SECONDARY SCHOOLS.

Twenty-eight schools of this class, mostly private academies, make return to the Bureau of 87 teachers and 2,577 pupils, 1,505 of whom are engaged in English studies, 414 in ancient languages, 313 in modern European languages: 143 preparing for classical course in college and 38 for a scientific course. In 11 of these schools drawing is taught, in 13 vocal music, in 18 instrumental music. Fifteen have laboratories; 17 philosophical apparatus; and 6 libraries of from 350 to 1,300 volumes.

BUSINESS COLLEGES.

Two such institutions, one at Portland and one at Augusta, report a total of 263 students engaged in preparation for business pursuits, 326 males and 37 females. The one at Augusta reports 2 students in German, 3 in French, and 5 in Latin..

SUPERIOR INSTRUCTION.*

BATES COLLEGE, LEWISTON.

The professorship of mental and moral philosophy here has been named in honor of the late Hon. Asa Reddington, LL. D., of Lewiston, who gave a large amount towards its endowment. A professorship of logic and Christian evidences, the endowment of which has been partly completed by the citizens of Lewiston and Auburn, has been established and named the Cobb professorship of logic and Christian evidences, in honor of J. L. H. Cobb, esq., of Lewiston, who has contributed generously towards its endowment.

There are ten State scholarships, giving tuition to ten students, in the hands of the governor; and in bestowing them preference is to be given to the children of those who have fallen in defense of their country, and always to students who are indigent and meritorious.

Among the studies, composition, elocution, and the elements of oratory receive careful attention.

This college has received the past year the sum of \$150,000 conditionally, the condition being that \$50,000 more be raised. It has also been made the residuary legatee of an estate, estimated at about \$40,000, left in the will of the late Mr. Joshua Benson, of Boston, Mass.

It is worthy of note that, among others, a large number of students from this college, representing all the classes, engaged as table-waiters at the Glen House, White Mountains, last season. It was a novel expedient, but they accepted the position with a twofold object in view—the financial advantage and the insight into human nature which these new duties would be sure to afford. The experiment in every way proved mutually satisfactory and entirely successful. Others went into the hay-field in the busy season and still others resorted to teaching as the means of replenishing their exhausted resources. It is surely commendable in these students, both young men and young ladies, and honoring to their good sense, that they do not shrink from any honest employment which may afford the means of prosecuting their studies.

There is here an endowed scholarship for a lady student, supposed to be the first instance of such an appropriation in any of the colleges.

Nine different schools and academies act as preparatory schools for this college.

BOWDOIN COLLEGE, BRUNSWICK.

The demand for what is deemed by some more practical instruction than that afforded by the established system has induced the trustees and overseers of this college to provide for a scientific course of study, distinct from the regular collegiate course. For the details respecting this, see "Scientific and professional instruction."

The undergraduate course of four years being insufficient to accomplish many desirable ends, provision has been made to carry the student forward to a more complete philosophical view of his studies in an additional course of two years. The college is prepared to give systematic instruction in the following schools:

(1) Letters: comprising languages, ancient and modern, (including the oriental,) with their literatures; philology, rhetoric, logic, history, elocution, and the fine arts. This leads to the degree of master of arts, (A. M.)

(2) Science: advanced mathematics, physics, natural history, and chemistry, in their uses and applications. This leads to the degree of doctor of science, (Sc. D.)

(3) Philosophy: comprising the above, considered in their seasons and relations: psychology, metaphysics, ethics, æsthetics, and politics; theory of government, constitutional history, principles of law, international law—leading to the degree of doctor of philosophy, (Ph. D.)

Graduates who have completed any course in the post-graduate studies with honor may be appointed "fellows," to reside at college, with all the privileges of the same, one or two years further, without charge, enjoying facilities for studies still more advanced and opportunities for teaching in the line of their specialties.

By the munificence of Hon. Peleg W. Chandler, of Boston, Massachusetts Hall has been renovated with a view to its use for a museum of natural history, in memory of the late Prof. Parker Cleveland. This room, one of the most beautiful and perfect for its uses in the country, was opened with appropriate services on the day preceding commencement, 1874. The various cabinets of natural history belonging to the college have been collected here and ample opportunity is afforded for advanced study in this department of science.

In order to promote a symmetrical and manly education, much attention is now given to physical culture. The exercises are based upon physiological and hygienic principles, and are directed, not with a view to making professional experts, but to make the development of the bodily powers tend at the same time to the discipline of the mind. The gymnasium is provided with the most approved apparatus, and is open every day,

* From college circulars.

except Sunday, during such hours as do not interfere with other college duties. Attendance, to a certain extent, is required. Both the voluntary and the regular exercises are under the immediate supervision of the director, and in neither will any random, violent, or injurious practice be allowed. The class drill is a systematic course, while special exercises will be prescribed for individual cases.

Last year a difficulty occurred between the students and officers in consequence of the military drill required which resulted in the suspension of a large number of the students. The matter at issue, however, was compromised by a satisfactory apology and pledge of submission to the college authority on the part of the students and on condition that the drill should continue through the year, when its further continuance should be considered. As the result of deliberation, the board of management have decided to make the infantry and artillery drill voluntary, allowing the student to elect between the military exercise and the gymnasium, which is continued as heretofore.

COLBY UNIVERSITY, WATERVILLE.

Candidates for admission to the freshman class here are examined in English grammar, geography, and arithmetic; first six chapters of algebra; first four books of geometry; four books of Cæsar, six books of Virgil, six orations of Cicero, and three books of Xenophon's Anabasis.

Individuals of suitable age and attainments are allowed to take a partial course for any length of time not less than one year, selecting such studies as they may desire to pursue. They are required to recite with the regular college classes at least twice a day and to continue through the term any study commenced. They will have access to the libraries and lectures, and, on leaving the institution, will be entitled to a certificate of their respective acquirements in the studies in which they have passed an examination.

The courses of study are now open to young women on the same terms as to young men.

WOMAN'S COLLEGE.

One institution claiming this rank (the Maine Wesleyan Seminary and Female College) reports 11 professors and instructors, four years in its collegiate course, and 17 college students, out of a total of 666 during the year 1873-'74. Music, vocal and instrumental, is taught in it, drawing and painting, French and German. It has a laboratory and philosophical cabinet and its library numbers 2,000 volumes.

Statistics of a university and colleges, 1874.

Names of university and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship-funds.	
Bates College	9	.....	100	\$200,000	\$100,000	.....	.....	.....	.....	.....	\$5,100
Bowdoin College	15	.....	173	84,000	154,000	\$9,240	\$19,870	.....	\$0	\$20,000	\$30,550
Colby University	8	.....	82	150,000	200,000	.....	.....	.....	0	.....	\$12,614

a Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

Scientific instruction in this State has provision made for it in the Maine State College of Agriculture and Mechanic Arts. This college presents for 1874-'75 a corps of 121 students, with a faculty of 6 professors, 1 assistant professor, and a farm-superintendent, who is also instructor in agriculture. The course of study fully meets the requirement of the act of Congress establishing such colleges, being especially adapted to prepare the student for agricultural and mechanical pursuits, but yet sufficiently comprehensive to secure him the mental discipline and practical experience necessary for entering on other callings or professions. Nearly a year is devoted to botany and horticulture, a year and a half to chemical physics and chemistry, agricultural chemistry especially receiving a large share of attention. Provision is made, too, for labor, that practice may be combined with theory and manual exercise with scientific culture. Three hours a day for five days in the week is the maximum of requirement in this

line. The college has a fine location at Orono, on the Stillwater River, about nine miles from Bangor, and possesses a farm of 370 acres of diversified soil and high natural productiveness.

In the scientific department of Bowdoin College, too, a course of study is provided which corresponds, for the first two years, with the regular college course, the classes reciting together for that time. In the last two years the scientific course branches off from the other, and, paying less attention to the ancient languages, devotes more to the modern, to natural science, engineering, mechanics, and drawing.

Medical training is attended to by the Medical School of Maine, which, by act of the legislature, is placed under the superintendence and direction of the trustees and overseers of Bowdoin. Students in this school must, in order to graduate, have devoted three years to their professional studies, under the direction of a regular practitioner of medicine, and must have attended two full courses of lectures in some incorporated medical institution, the last course previous to examination being at this college.

Theology has its schools at Bangor and at Bates College, Lewiston; the former Congregational, the latter Free-will Baptist.

The theological school at Bates College is a department in the college established by vote of the corporation July 21, 1870. It occupies Nichols Hall, a four-story brick building, 45 by 100 feet, about a quarter of a mile from the college proper, and is in charge of a special faculty appointed by the college corporation.

The Bangor Seminary is, next after Andover, the oldest theological training school of the New England States, its chartered existence reaching back to 1814, though its full organization was not effected till 1820. Its lists of professors and alumni contain many honored names.

Statistics of schools for scientific and professional instruction.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	
SCHOOLS OF SCIENCE.									
Maine State College of Agriculture and Mechanic Arts.	8	....	121	4	\$120,000	\$134,000	\$3,264	a\$12,500	2,200
Scientific department of Bowdoin College. b	....	....	....	4	.....	.....	.....	.....	.....
SCHOOLS OF THEOLOGY.									
Bangor Theological Seminary.....	4	4	47	3	60,000	170,000	10,000	.....	17,000
Theological school of Bates College.....	4	....	22	3	.....	.....	.....	.....	2,200
SCHOOL OF MEDICINE.									
Medical School of Maine, Bowdoin College	9	....	76	3	25,000	2,500	150	6,045	4,000

a From State appropriation.

b See report of college.

TRAINING OF TEACHERS.

STATE ASSOCIATION.

The eighth annual meeting of the Maine Educational Association was held at Rockland on the 25th, 26th, and 27th of August. The holding of the meeting at this time, instead of later in the season as heretofore, was an experiment, and, from a variety of causes, not a successful one. The attendance was not large, though the teachers seemed interested in the various exercises, which were of a generally high character.

Papers were presented as follows: "The teacher's power," by W. O. Fletcher, of Warren; "The study of language," by Rev. Dr. Tefft, of Brewer; "Imagination in space," by Rev. Dr. Hill, of Portland; "Kindergarten schools," by Thomas Tash, of Lewiston; "Normal school," by Warren Johnson, of Augusta; "How can we make our schools free?" by Samuel Libby, of Orono; "The story of Penikese," by Miss H. A.

Coffin, of Castine; "Elevation of standards," by A. E. Chase, of Portland; "Am I?" by A. A. Woodbridge, of Rockland; "The pronunciation of Latin and Greek," by Prof. J. H. Hanson, of Waterville; "Technical education," by Prof. G. L. Vose, of Brunswick.

The closing exercise of the meeting was an address by his excellency Governor Dingley. He eloquently reviewed the educational history of the State during the last ten years, thanked the members of the association for their work in behalf of educational progress, and indicated the direction in which progress should be made in the future.

The following resolutions were adopted:

"Whereas it is the sentiment of this association that an effective and symmetrical school system must rest upon a basis of definite principles; that those principles are in general: (1) Authority, superior in the State and inferior and co-operative in the town; (2) revenue, sufficient in amount, and derived from an equitable system of State and local taxation; (3) instruction, thorough and practical in character, and so organized and sustained by the State as to give the widest practicable general culture, as well as special preparation for teaching; (4) inspection, State and local, so connected as to render it symmetrical and in the highest degree efficient; (5) compulsion, in so far as to make it certain that no child shall be deprived of his right to education through willful neglect of parents or guardians: Therefore,

"Resolved, That we rejoice in the progress already made in bringing our system of public instruction into harmony with these principles.

"Resolved, That in normal schools and teachers' institutes we recognize necessary agencies for producing trained professional teachers; that we earnestly request our legislators to so extend these agencies as to bring them within the reach of every common school teacher, and hope soon to see attendance upon one or the other made by law prerequisite to obtaining a certificate or license to teach.

"Resolved, That it is the sense of this association that an efficient system of supervision, intermediate between State and town, is indispensable to the successful working of the schools of the State.

"Resolved, That we recognize in the establishment of the free high school system the supply of a great educational want and, as educators and citizens, earnestly advocate the continuance of the law establishing the same.

"Resolved, That we urgently call the attention of our school officers to the law authorizing towns to furnish text-books free, for the use of pupils in the public schools."

The association adjourned to meet at Gardiner during Thanksgiving week, 1875.

OBITUARY RECORD.

R. P. PATTISON.

Rev. R. P. Pattison, formerly president of Waterville College, Maine, and more recently professor of theology in Shurtleff College, Alton, Ill., and in the University of Chicago, died November 21, 1874, at the residence of his son, E. W. Pattison, esq., in St. Louis.—(College Courant, November 28, 1874, p. 250.)

CYRUS EATON.

Cyrus Eaton, long a well-known teacher in the town of Warren, Me., died January 21, 1875, near the ninety-first year of his age. Born in Framingham, Mass., and receiving his only school training there, Mr. Eaton removed, in 1804, to Warren, became a teacher, and, prosecuting industriously the study of several languages, of higher mathematics, and of different branches of science, came to such repute as a scholar that in 1830 he was called to the headship of Warren Academy, where he remained for thirteen years. His sight then failing, he retired, devoted his latter years to scientific studies, to writing for the periodic press, to the preparation of the Annals of Warren, and to correspondence with the Maine, Massachusetts, and Wisconsin historical societies.—(College Courant, November 28, p. 250.)

MARYLAND.*

STATISTICAL SUMMARY.

RECEIPTS.

From State school tax.....	\$379,563 52
From free school fund.....	55,871 49
From academic fund.....	13,400 00
Colored schools.....	37,500 00
Total from the State.....	486,340 01
County school tax.....	362,228 18
Grand total.....	1,338,908 20

EXPENDITURES.

For salaries of teachers.....	983,633 07
Building, repairing, and furnishing school-houses.....	301,464 85
Books and stationery.....	89,433 32
For colored schools.....	88,259 47
Total.....	1,462,890 71

SCHOOL POPULATION, ENROLLMENT, AND ATTENDANCE.

Number of youth in State 5 to 20 years of age.....	276,120
Number of different pupils enrolled during the year.....	135,874
Highest number enrolled in one term.....	106,175
Average daily attendance.....	65,168

TEACHERS.

Number of public school teachers employed.....	2,689
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SCHOOLS.

Number of schools.....	1,802
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Comparative view of school-statistics for two years, exclusive of Baltimore.

	1873.	1874.
RECEIPTS.		
From the State, as school tax, free school, and academic fund.....	\$331,837 04	\$322,467 71
From county taxation.....	335,371 43	362,223 18
EXPENDITURES.		
For teachers' salaries.....	500,401 70	577,872 57
For building, repairing, and furnishing school-houses.....	114,252 64	115,715 08
For books and stationery.....	44,042 16	48,897 71
For supervision and office expenses.....	38,923 78	40,108 93
For incidental expenses.....	43,343 63	43,652 09
For interest.....	5,127 27	7,578 73
For miscellaneous expenses.....	3,101 58	3,467 49
For colored schools.....	31,410 70	49,149 22
Amount of indebtedness paid.....	32,879 58	46,143 09
Total.....	813,578 04	883,440 69
Increase during the last year.....		69,862 65
ENROLLMENT AND ATTENDANCE.		
Number of pupils enrolled.....	90,141	96,305
Average daily attendance.....	38,636	41,896
TEACHERS.		
Number of male teachers employed, including assistants.....	1,033	1,061
Number of female teachers employed, including assistants.....	893	967
Total.....	1,931	2,023
SCHOOLS.		
Average number of schools reported.....	1,619	1,680

*From report of the State board of education for the year ended September 30, 1874, Hon. M. A. Newell, chairman.

ELEMENTARY INSTRUCTION.

EDUCATIONAL PROGRESS.

At no time since the State school system came into existence has there been greater activity in all departments than during the year 1874.

Although the amount of public school money received from the State has been less than in any previous year, the people of the several counties, by their voluntary contributions, have made up the deficiency nearly threefold.

There has been considerable increase in the expenditure for teachers' salaries, for building school-houses, and for books, while the cost of supervision and incidental expenses have been but little more than in the year preceding.

Most of the county school boards are out of debt; some are making such vigorous efforts in the right direction that it is expected they will be free from embarrassment when the next annual report is made; while a few seem to have ceased struggling with the current and are sinking more deeply every year.

COLORED SCHOOLS.

The colored schools labor under the disadvantages of an insufficient supply of suitable school-houses and a lack of competent teachers; and it must take some years to supply these wants fully. Some of the houses occupied by colored schools are among the best in the State, but there are neighborhoods where no suitable house can be obtained. The county school boards are doing all they can, under the circumstances, to remedy these deficiencies, and the large increase in the number of schools, teachers, and pupils, during the year, is an evidence of their faithfulness to the trust confided in them. These schools share equally with the white schools the superintendence of the examiners; and, so far as has come to the notice of this board, all classes of the community are willing and anxious that the colored people should reap the full benefit of the educational privileges granted by the liberality of the State.

STUDIES FOR PRIMARY SCHOOLS.

The State board of education issued in September, 1874, a schedule of studies for ungraded schools, or for the lower classes of graded schools. In issuing it, the secretary of the board, *ex officio* State superintendent of instruction, wrote that "the essential element of success in working according to this or any similar schedule is, that no pupil shall be promoted to a higher grade till he has thoroughly mastered all the work of the lower one." The scheme presented is as follows:

First class, first year.—(1) The alphabet, spelling and reading primer, or first half of first reader; (2) printing capitals and small letters; (3) counting objects as far as 20; (4) writing figures as far as 20; (5) adding, subtracting, multiplying and dividing by 2, as far as 20.

Second.—(1) Reading and spelling to the end of the first reader; (2) printing words and sentences from first reader; (3) counting as far as 100; (4) writing and reading figures as far as 1,000; (5) adding, subtracting, multiplying and dividing by 3, 4, and 5, as far as 1,000; (6) writing on slates in current hand.

Third.—(1) Reading and spelling to the end of the second reader; (2) copying on slates the lessons of the reader; (3) spelling, one-half of primary spelling-book; (4) writing and reading figures as far as 1,000,000; (5) adding, subtracting, multiplying and dividing by 6, 7, 8, and 9; (6) writing in copy-book No. 1; (7) oral lessons in geography, including the maps of Maryland and the United States.

Fourth.—(1) Reading and spelling to the end of the third reader; (2) spelling, primary spelling-book completed; (3) copying of lessons in third reader; (4) elementary arithmetic through long division and United States money; (5) writing, copy-book No. 2; (6) geography, oral lessons, maps of North and South America; (7) grammar, oral lessons, distinguishing the parts of speech and the different kinds of simple sentences.

Fifth.—(1) Reading and spelling to the end of the fourth reader; (2) writing lessons in fourth reader from dictation; (3) spelling, advanced spelling-book, one-half; (4) elementary arithmetic completed; (5) writing, copy-books Nos. 3 and 4; (6) grammar, oral lessons, parsing and analysis of easy sentences; (7) geography, one-half of intermediate geography.

Sixth.—(1) Reading and spelling to the end of fifth reader, alternate with history of the United States; (2) spelling, advanced spelling-book completed; (3) practical arithmetic completed; (4) writing, copy-books Nos. 5 and 6; (5) grammar, elementary grammar completed; (6) geography, "intermediate" completed; (7) easy lessons in composition.

The time-table for these studies, divided into recitations of 10, 15, and 20 minutes each, occupies five of the six school hours. So much of the remaining hour as is not occupied with recesses or necessary interruptions, the superintendent recommends should be devoted to object-lessons, singing, or such other general exercises as the taste and ability of teachers may suggest.

NEW SCHOOL JOURNAL.

An important element of educational progress in the State was the establishment, in September, 1874, of The Maryland School Journal, a monthly paper devoted to the cause of education, with the State superintendent and the city superintendent of schools in Baltimore as editors. The new journal started with a "confession of faith," which sufficiently declares its principles, the articles of that confession being: "(1) We believe in free public schools; (2) we believe that the free public school, when at its best, is the best of all schools; (3) we believe that the public schools should be universal in their operation; (4) we believe, therefore, in free public high schools and colleges as the necessary complement of free primary and grammar schools; (5) we believe that the facilities for higher education should be extended to women as well as to men; (6) we believe that in order to have good schools we must have good teachers; (7) we believe that in order to obtain and keep good teachers we must give them good salaries; (8) we believe that constant, vigilant, and intelligent supervision is essential to the success of any public system of education; (9) we believe that next in value to judicious supervision comes the voluntary association of teachers for professional improvement and protection; (10) we believe in the free discussion of educational principles and methods."

The enunciation of such principles, from such a source, at once indicates a considerable progress made, and promises still further progress in the years to come.

SCHOOL SUPERINTENDENCE.

A more thorough system of school superintendence, both central and local, is demanded. Central superintendence is now the work of the State board of education, whose powers, under the late amendments to the law, are now sufficient for the purpose in view, which is mainly to insure a faithful compliance with the law by all parties concerned. The most laborious part of the work necessarily devolves on the principal of the State normal school, who is declared by a by-law of the State board to be *ex officio* State superintendent. But the rapid increase of labor, both in the normal school and in the superintendent's office, has rendered necessary the appointment of a State superintendent who should have no other duties than those belonging to his office.

Local superintendents are in charge of the school examiners. They are required to visit the schools at least twice a year in the larger counties and three times a year in the smaller. In some counties these visits are made punctually and faithfully, but in the larger counties it is simply impossible for one man to visit all the schools twice a year, and perform all the other duties required by the law. The number of official visits paid in 1874 falls short of the number required by more than a thousand. Five per cent. of the money annually expended on the schools, it is estimated, would be sufficient to secure the necessary thorough inspection.

AMENDMENTS TO THE SCHOOL LAW.

The following are the principal alterations made by the last general assembly in the school law of the State:

- (1) The governor is, *ex officio*, a member of the State board of education.
 - (2) The State board of education is authorized to enact by-laws for the administration of the public school system, to remove any examiner or teacher who may be found to be inefficient or incompetent, and to add to the subjects in which teachers are required by law to be examined for first or second grade certificates such other branches of study as may seem necessary.
 - (3) Teachers appointed by the board of district trustees must be confirmed by the county school board.
 - (4) Each colored school is placed under the direction of a special board of trustees appointed by the county school board.
- Outside of the general school law several enactments favorable to popular education were made by the late general assembly, among which we notice the following:
- (1) The appropriation for the support of colored schools was raised from \$50,000 to \$100,000.
 - (2) An appropriation of \$100,000 was placed in the hands of the board of public works for the purpose of erecting a building for the State Normal School.
 - (3) A donation of \$1,200 a year was granted to Garrett County to be applied to the public school fund of the county, until a high school shall be established; after which time it is to be applied to the maintenance of the high school.
 - (4) The trustees of Salisbury Academy were authorized to convey the academy property to the school commissioners of Wicomico County for the purpose and use of a high school for said county, and the annual donation of \$400 heretofore paid to the academy was transferred to the said public high school.
 - (5) The trustees of Union Academy, Worcester County, were authorized to transfer

the academy property to the school commissioners, to be sold by them, and the proceeds applied to the building of a high school.

(6) The sum of \$1,000 a year, for five years, (in addition to the previous annual donation of \$600,) was granted to the Cambridge Female Seminary, to be applied to building purposes or to the purchase of philosophical apparatus or books.

(7) The sum of \$2,000 a year (in addition to the previous donation of \$3,375) was granted to Washington College for the purpose of educating, "free of charge for tuition, board, books, and stationery," six additional students from the counties of the Eastern Shore.

(8) The sum of \$1,000 a year, for five years and no longer, was appropriated to the use and benefit of Charlotte Hall School, of St. Mary's County.

CITY SCHOOL SYSTEMS.

THE PUBLIC SCHOOLS OF BALTIMORE.*

As early as 1820 a school on the Lancasterian system was established in the city, and seems to have been the basis on which the public schools were subsequently established. In 1825 "an act to authorize the establishment of public schools in Baltimore by the mayor and city council, and empowering them to lay a tax for that purpose," was passed by the legislature. This was not formally accepted till 1827, nor further acted on till 1828, when a board of 6 school commissioners was appointed to inaugurate a system of city schools. The next year 3 schools were opened by them and 269 pupils enrolled. Two more were added in 1830, and in all 492 pupils were enrolled, 331 boys and 71 girls, and the first city school-house was erected, routed buildings having been previously used. In 1831 there were 627 pupils; in 1832 only 13 more; in 1833 the number ran down to 544, but the next year increased to 859; in 1835 there were 747; in 1836 they reached 814; in 1837 came down to 659, and increased only 16 the following year.

In 1839 the mayor and council requested the commissioners to establish a high school. The proposition met with favor and prompt action; the school was opened the same year, and the opportunity thus afforded for advancement to a higher grade of training immediately resulted in enlargement of the lower schools, so that in 1840 nine schools were in existence, with 1,834 pupils. Thenceforward the progress was steadily upwards. In 1870 there were 121 schools, 511 teachers, and 24,673 pupils; in 1874, with one more school and 150 more teachers, there were 39,569 pupils. This rapid increase, while doubtless due in some degree to the great growth of population in the city from the business brought to it by its railways and its coasting trade, was attributed by the late city superintendent mainly to the influence of the central high school; for previously the city schools had, with their few teachers and numerous monitors, seemed only cheap establishments for giving the elements of education to the poor; now they began to present the aspect of a provision for the education of all classes of the population.

The growth of the central high school, now the Baltimore City College, has been continuous and most encouraging. Beginning with 46 pupils, it has graduated about 500, and had upon its rolls in the fall quarter of 1874 just 400 more. Its principals have been Dr. N. C. Brooks, 1839-'51; Dr. Francis Waters, 1851-'53; Prof. John A. Getty, 1853, died 1854; Dr. Thomas D. Baird, 1854, died 1873. Prof. William Elliot is the present efficient head. A new and beautiful building for its use was dedicated on Monday, February 1, 1875, and the institution is now among the best housed of its class in the United States.

The success of this school induced a strong feeling in favor of kindred schools for the female pupils under city care, and in 1844 two such were ordered to be established, one in the eastern and one in the western portion of the city. These also have greatly flourished, presenting respectively 342 and 408 upon their rolls in the fall term of 1874.

The city night schools date from the same period with the central high school, beginning with 1 in 1839, rising to 5 the succeeding year, and numbering 6 for white and 4 for colored pupils in 1874.

A nautical school for the training of youthful sailors was started in 1857 on a vessel purchased from the Government, and continued till 1866, when the drainage of the older members of families by the war compelled the withdrawal of most of the pupils for home support.

Since 1843 vocal music has formed a portion of the public school training. Drawing has been for ten years taught in the female high schools and for two in the primary and grammar schools, and is to be hereafter in the city college.

In 1849 a treasurer of the school board, with the duties of superintendent of schools attached to his office, was appointed, and in 1866 the growth of the schools under even such partial supervision induced the detachment of the treasurership from the super-

* Mainly from Baltimore official sources.

intendencies and the giving to the superintendent the one work of oversight of city schools.

The city system now consists of a school-board of 20 members, (one for each ward;) a city superintendent and assistant superintendent; a city college, with 11 professors; 2 female high schools, with 19 teachers; a Saturday normal class, with 5 teachers; 19 male and 20 female grammar schools, with 218 regular and 15 special teachers; 23 male and 30 female primaries, with 315 teachers; 10 evening schools, with 30 teachers; and 11 day schools for colored children, with 48 teachers; in all, 122 schools, 661 teachers, and about 40,000 pupils of all grades.

SCHOOL EXPENDITURES.

The total receipts from all sources for public schools for the fiscal year ended October 31, 1874, were.....	\$590,863 09
Total expenditures for the same period were—	
For white schools.....	597,545 23
For colored schools*.....	49,086 25
Total expenses for all schools.....	646,631 53

PROGRESS FOR THE YEAR 1873-'74 AT BALTIMORE.

The past year has been one of the most successful and satisfactory in the history of the schools since their organization. The liberal appropriation made by the city council for their support has enabled the board to perform its duties without embarrassment. The cordial co-operation and practical sympathy of the city authorities with those to whom the supervision of the schools has been confided have materially aided this work. New buildings have been erected and old ones repaired by the inspector of buildings, who has promptly and effectively responded to the many demands which have been made upon him. Additional facilities have been furnished to some of the schools which have heretofore been conducted under many disadvantages. The number of pupils has increased; the teachers have generally performed their work with zeal and fidelity; the standard of education has been elevated, and there is undoubted evidence of progress and improvement in every department.—(Report board school commissioners, 1874, p. 5.)

NEW SCHOOL-HOUSES AT BALTIMORE.

Two new buildings for the primary schools were completed and occupied during the year 1873-'74. Two others, in progress at the time of the report, are to be ready for use in 1875, while others still are in contemplation to replace old and inconvenient ones with larger and more commodious houses. Several have been enlarged and repaired during the year, securing desired improvements and better educational facilities. Further improvements, however, are still needed, as the average accommodation in most of the school-houses is only about 250 in each department, whereas they ought to be constructed to furnish seats for double that number. In another respect the city would secure a great advantage, if it would anticipate the wants of the schools by securing suitable lots for the purpose before they become so valuable.—(Report board school commissioners, 1874, p. 14.)

NAUTICAL SCHOOL, BALTIMORE.

By an act of Congress, recently passed, the Secretary of the Navy was authorized to furnish a United States vessel to the ports of Boston, New York, Baltimore, Charleston, New Orleans, and San Francisco, to be used as a nautical school, under the supervision of the board of education and the board of trade of those cities.

It is intended that the vessel shall be thoroughly equipped with all necessary apparatus, at the expense of the Government; and the President, at the request of the board of control, will assign an officer of the Navy to take charge of the school. The object is to furnish instruction in navigation, seamanship, and all matters which pertain to the proper equipment and sailing of vessels. The course of instruction will require about two years, a part of which time will be devoted to cruising at sea, for the purpose of acquiring a practical knowledge of the duties of the merchant-marine service. At the expiration of that time, those who pass a satisfactory examination will receive a certificate of qualification, which will assist them in obtaining at once desirable positions in the merchant service.—(Report board of school commissioners, 1874, p. 20.)

INDUSTRIAL EDUCATION, BALTIMORE.

In a previous report, the board and superintendent expressed their appreciation of the voluntary instruction in the domestic and industrial branches of female education, given by the teachers in several grammar and primary schools. At the request of the

* The board say: "We have asked for a liberal appropriation for colored schools, with a view to carry out the policy heretofore adopted of erecting a new building each year for the use of these schools. Our purpose is to remove all ground of complaint by furnishing proper educational facilities for the colored people of the city."

president, they cheerfully undertook the work of teaching sewing, knitting, embroidery, and other useful branches to the female pupils of their schools, and set apart one afternoon in each week for this purpose. The experiment was very successful, and gave great satisfaction to both pupils and patrons of these schools, and a general wish was expressed for its continuance.

Though this department may not have been within the original scope of the system of education, yet there is no reason why it should not now be embraced, if it can be made useful to the pupils of the public schools. There can be no doubt about the value of this kind of instruction as a part of female education. This is so generally felt that in most of the private schools there is a sewing department, teaching the various uses of the needle in such a manner that it may be made available either for the home circle or as a means of support.—(Report board of school commissioners, p. 26.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL, BALTIMORE.

The number of students enrolled during the year 1874 was 174, being an increase of 23 on the preceding year. There were 21 graduates at the commencement of 1874. No change has been made in the general management of the school since its first organization. Teachers have been added from time to time, as increase of numbers required, but the school has had the same principal and, in the main, the same teachers for nine years. The improvements which are contemplated are necessarily postponed until the new building shall be ready for occupancy.

In pursuance of the act appropriating \$100,000 for a building for the State Normal School, the board of public works has purchased a site, adopted plans, and placed the building under contract. The location chosen is in a healthy and pleasant section of the city, opposite the southeastern corner of Lafayette Square. The design is at once handsome, simple, and convenient.

The normal school for the education of colored teachers continues to do good service. The number of pupils during the year was 246. The demand for colored teachers is so great that it is impossible to keep students at school long enough to become thoroughly qualified for their work. But even a partial preparation is of great advantage to them and to the pupils that come under their care; and their superiority to untrained teachers is easily seen in the school-room.

During the summer Alexander Chaplain, esq., examiner of Talbot County, opened a normal school for the instruction of colored teachers, and took charge of it himself. It was well attended by teachers and those who desired to become teachers, not only from Talbot County but from the adjoining counties, and from the State of Delaware. They were anxious to learn, and under their able and enthusiastic instructor made good progress. At the close of the session the most promising students were selected to fill the vacant colored schools in the county, and many of the remainder found similar employment elsewhere.

TEACHERS' INSTITUTES.

In no department of the public school system has the revival been more apparent than in the teachers' institutes. The law of 1868, which required these meetings to be held "during vacation," came near depriving the State of this valuable adjunct of the school system, for it was found to be next to impossible to bring the teachers together after the school work of the year was finished, and when many of them had left for their homes. But with the authority to hold an institute at any season that may be most convenient, the success of the enterprise was assured.

Institutes were held during the summer or fall of 1874 in eighteen counties, at all of which the principal of the State Normal School presided. In Baltimore County there were held four meetings of the Teachers' Association, each continuing two days. With two exceptions, (Charles and Garrett,) these meetings were very largely attended, more than 90 per cent. of the teachers of the county being present. In some instances every teacher, except those known to be sick, answered to his name at roll-call. The first and only institute that ever met in St. Mary's County was held at Leonardtown in the beginning of October; the time seemed unpropitious, for it was on the eve of an exciting election; but both teachers and citizens turned out *en masse*, and the citizens vied with the teachers in their enthusiasm. It was a week of awakening, and we look for great results from the beginning then made.

The institutes at Frederick and Hagerstown deserve notice as being the largest educational meetings ever held in the State.

In addition to the topics usually discussed in such assemblies, much time was given to a full consideration of the new classification and schedule of studies adopted by the State board of education for use throughout the schools of the State. There was at first a great difference of opinion among the teachers: some thinking the scheme theoretically good, but impracticable; some thinking it neither good nor practicable; and

a large majority, while approving the design, being very doubtful as to their probable success in carrying it out. A free interchange of opinions and a full explanation of the purpose of the new plan and of the advantages which would follow from its adoption almost always led to a hearty approval of the graded system.

NORMAL CLASS FOR CITY SCHOOLS, BALTIMORE.

During the past year, a normal class for instruction in theory and practice of teaching was permanently organized. Several of the most experienced and efficient teachers in the public schools were assigned to this important work, under the supervision of the superintendent of instruction. The necessity for this class was felt by many of the young teachers, who have shown their appreciation by their prompt and regular attendance. Those who are young and inexperienced must necessarily encounter many difficulties in their profession, and they require the advice and assistance of those who have had greater experience.

The superintendent reports most favorably with reference to the number in attendance, and their assiduity and earnestness in the performance of their duties. The exercises of the class are of that practical character that will materially aid the teacher in the work of the school-room and enable those who are studious and ambitious to attain a higher position in their profession and increase their usefulness. We recognize the necessity and value of this kind of instruction, both to the teachers and to those who intend hereafter to enter the profession, and therefore most cordially recommend the normal class as an important auxiliary in their work.—(Report board of school commissioners, 1874, p. 25.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

"Some progress has been made during the year in the establishment of public high schools, but the old academy stands in the way of progress in this direction. The academy has a donation from the State too small to keep it alive and too large to allow it to die, and so it hangs between the two conditions and bars the way to improvement. While primary education is steadily advancing in the State and giving promise of a future far outshining its past, secondary and higher are either standing still or going backward. Maryland was once noted for its numerous and excellent classical schools. Yet so low has classical learning sunk in popular estimation and so little prepared were the people to take advantage of any additional facilities in this direction, that, when the State offered free boarding, lodging, tuition, and books, in St. John's College, to fifty young men, (two from each senatorial district,) fifty could not be found competent to enter the freshman class and willing to accept the opportunity."—(State report.)

The Baltimore City College stands clearly at the head of the high schools of the State, with its 10 professors, 400 students, and course comparing well with that of any kindred institution in the Union. The English studies in this course, if separately pursued, would form a respectable preparation for a business life, while, united as they are with the classical and modern languages in a well-arranged curriculum, they form a thorough preparation for the best among the higher colleges.

The two female high schools of the city also, with their total of 20 teachers and 761 pupils, present each a course of four years, embracing all the essential elements of a really good training for young women, including, besides the better class of English studies, the important female accomplishments of drawing and vocal music.

ACADEMIES AIDED BY THE STATE.

Excluding, from a list of 20 of these institutions given in the State report for 1874, those for the blind and for the deaf and dumb, we have 18 apparently of secondary rank. These present a total of 43 teachers and 586 pupils. Of these pupils 39 were studying Greek, 219 Latin, 42 French, 47 German, 201 algebra, 75 geometry, 181 natural philosophy, and 41 chemistry. But no indication appears of the extent to which these studies are pursued.

OTHER SECONDARY SCHOOLS.

Eighteen schools for boys, 13 for girls and 5 for the two sexes together, report to the Bureau, for 1874, a total of 200 teachers and 3,108 pupils: 2,083 in English studies, 492 in ancient languages, and 1,298 in modern. Of the whole number, 131 are said to be preparing for an academical course in college and 54 for a scientific course. In 23 of these schools drawing is taught; in 20, vocal music; in 19, instrumental music; in 15, there are laboratories; in 18, philosophical apparatus. About half of them have libraries of from 50 up to 11,000 volumes.

PREPARATORY SCHOOLS.

Of two such schools in Maryland, only one, the Friends' High School, of Baltimore, with 14 students preparing for the classical course in college, presents itself this year. The school possesses a cabinet of natural history, as well as one of philosophical apparatus, and has, for its students and those of an elementary grade connected with it, a library of 2,500 volumes.

SUPERIOR INSTRUCTION.

COLLEGES AIDED BY THE STATE.

St. John's College, Annapolis, reports 130 students for 1874, of whom 71 were in the collegiate and 59 in the preparatory department. There were 8 graduates at commencement, 1874. The annual State donation is \$25,000, of which \$10,000 is appropriated to the boarding of 50 students, two from each senatorial district, appointed by the county school commissioners and approved by the State senator of the district.

Washington College, Kent County, reports 27 students in attendance during the scholastic year. There were three graduates at the last commencement, "all of whom were of good standing." The faculty has been reorganized, and Prof. W. J. Rivers appointed principal. The visitors report that they have assigned by lot, among the different counties of the Eastern Shore, the six beneficiary students provided for by the act of 1874. The visitors have also arranged for the judicious expenditure of the fund provided by the act just mentioned, for the improvement of the college library and philosophical apparatus, when said fund shall be received.

The Johns Hopkins University has not yet been organized. President D. C. Gilman, of the University of California, has accepted the presidency and entered on duty.

The trustees have been busy during the year under-draining and planting the grounds, so that "Clifton," (the estate given as the site for the university,) will be one of the most beautiful and healthy of the many charming places in the vicinity of Baltimore.

With most admirable promptness, the great estate devised by Mr. Hopkins for the establishment of this institution has been settled, and the amount of property accruing to the university, subject only to the collateral inheritance tax, it appears is \$3,148,847.51, divided thus: real estate, (which probably includes the site of the university at Clifton,) \$160,000; Baltimore and Ohio Railroad stock, appraised at \$150 per share, \$2,195,400; interest in the residue of the estate, \$793,447.51.

The Johns Hopkins Hospital, which will stand in the relation of a medical school to the university, comes in for a present total of \$3,076,187.51, made up of real estate, \$822,326; leasehold property, \$518,896; bank stocks, \$939,006; residue of estate, \$795,959.51.

The executors of the will, Messrs. Francis White, Francis T. King, and Charles J. M. Gwinn, of Baltimore, in accordance with a provision of Mr. Hopkins, who gave them \$10,000 each, in lieu of all commissions which might legally accrue to them, have most commendably renounced in favor of the estate \$227,000 of the commissions fixed by law and allowed them by the orphans' court, about \$200,000 of which goes to make up the noble endowments above mentioned. A further sum of \$102,154, now in litigation, will also go to the two institutions, if the decision of the courts should be in favor of the estate.

WESTERN MARYLAND COLLEGE, WESTMINSTER.

The catalogue for 1873-'74 gives the number of students enrolled during the year as 131, of whom 70 were gentlemen and 61 ladies; 82 were in the collegiate department, 34 being young gentlemen and 48 young ladies.—(College Courant, July 25, p. 56.)

NEW WINDSOR COLLEGE.

This college, under the efforts of the Presbyterian denomination, will soon be opened for students; a fine college building has been purchased, and Rev. Mr. Shyrock, of Pennsylvania, is expected to take charge of the institution.—(New York School Journal, October, p. 122.)

COLLEGES FOR WOMEN.

Six institutions claiming this rank report 58 instructors, 162 preparatory, 216 regular students, and 2 pursuing a partial course, with 21 post-graduates prosecuting advanced studies—in all, 664. In 5 of these, vocal and instrumental music, drawing, painting, and French are taught; in 4, German; in 1, Italian. Four have laboratories and philosophical apparatus and 5 have libraries numbering from 350 to 3,800 volumes. Two out of the 6 are authorized to confer degrees.

Statistics of universities and colleges, 1874.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship-funds.	
Borromeo College	3	0	100	23							2,500
Frederick College *											
Johns Hopkins University †											
Loyola College											
Mt. St. Mary's College	43		122	78	\$125,000			\$51,000	\$0	\$0	68,625
Rock Hill College *	22		105	27	32,000						6,500
St. Charles College	12			170							64,500
St. John's College	9	0	59	71	200,000	\$0	\$0	3,000	25,000	0	4,500
Washington College	4		2	26	60,000			175	3,375		1,100
Western Maryland College....	13	0	40	82	33,000			3,914	1,090	1,500	51,000

* From report of Commissioner of Education for 1873.

† Not yet organized.

α Including board.

b Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

The Agricultural College reports 91 students for the year ended July, 1874, as compared with 130 in 1873 and 147 in 1872. The number of students in attendance at present (January, 1875) is 33, of whom about one-half are in the collegiate and the remainder in the preparatory department. The decrease in the attendance has been accompanied by a large increase of the debt of the college. The State owns one-half of the college property, and the State's interest is represented by four members out of eleven in the board of trustees. Efforts are being made by the board of trustees to restore the prestige and reduce the indebtedness of the college.

The College Courant of October 24 is responsible for the statement that this college is to have a special professorship of nautical science, giving instruction without charge in navigation, steam, and practical gunnery to young men destined for the merchant marine.

The chemical department of the Maryland Institute affords a practical knowledge of elementary, analytical, and applied chemistry. By act of the general assembly the institute is empowered to graduate students in chemistry and confer diplomas. For graduation, the course in chemistry is to be supplemented by a course of physics and geology, and also by the attainment of some proficiency in mechanical drawing, for which last the school of art and design of the institute affords every facility.

The public lectures on chemistry are free to all members of the institute.

Statistics of schools for scientific and professional instruction.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, build-ings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	
SCHOOLS OF SCIENCE.									
Maryland Agricultural College.....	8	.....	276	3, 4	\$100,000	\$112,500	\$6,977	\$56,000	1,660
United States Naval Academy.....	58	.....	297	4, 6	3,000,000	0	0	176,307	17,000
SCHOOLS OF THEOLOGY.									
Mt. St. Clement's College.....	14	.....	148	12	.....	.....	.....	.....	3,000
St. Mary's Theological Seminary of St. Sulpice.	6	.....	90	4½	.....	.....	.....	.....	15,000
Theological department of Mt. St. Mary's College.	3	0	14	3	.....	.....	.....	.....	.....
Woodstock College.....	12	.....	105	7	150,000	0	0	.....	20,400
SCHOOL OF LAW.									
School of law, University of Mary-land.	3	.....	40	2	.....	.....	.....	4,500	.....
SCHOOLS OF MEDICINE.									
College of Physicians and Surgeons of Baltimore.	12	.....	103	.....	.....	.....	.....	.....	.....
School of medicine, University of Maryland.	10	.....	120	2	100,000	.....	.....	11,000	.....
School of medicine, Washington Uni-versity.	11	.....	60	2	40,000	.....	.....	5,000	.....
Baltimore College of Dental Surgery.	7	.....	41	2½	9,000	.....	.....	7,000	1,000
Maryland Dental College.....	12	.....	11	2	2,500	.....	.....	2,300	.....
Maryland College of Pharmacy.....	3	.....	.....	2	.....	.....	.....	.....	300

a Also 15 preparatory.

b From State appropriation.

c From United States appropriation.

SPECIAL INSTRUCTION.**INSTRUCTION OF THE DEAF AND DUMB.**

The institution for the education of the deaf and dumb, established by act of legislature March, 1867, and opened in September, 1868, is controlled by a board of visitors appointed by the State. It is in no sense an asylum, but simply an institution for the education of the deaf and dumb children in the State. It is free to all who are unable to pay. A period of seven years is required to complete the course of study, though comparatively few remain to complete the allotted time. Since the establishment of the school 146 pupils have been admitted, of whom 89 remain, the majority of these having entered during the past three years.

A course of three years is required for the study of the meaning of words, the construction of sentences, and the principles underlying written language. During this time the laws of grammar are taught, and considerable progress is made in arithmetic, without, however, the use of a text-book. At the end of this time the branches taught in common schools are introduced, such as geography, history, &c. From the beginning to the end of the course the study of written language is regarded as of the highest importance and receives more attention than any other study. There is a department of trades, the object of which is to teach habits of industry and also to provide the means of livelihood after school life is ended. Only about half the deaf and dumb children of the State of school age avail themselves of the opportunity here offered.

The number of professors and instructors in this institution the past year, including the principal, 9; semi-mute instructors, 2; volumes in library, 2,000; average number of years spent in the institution by the pupils, 5 $\frac{1}{2}$, including time spent in other institutions; total number of pupils who have received instruction since foundation of institution, 146; number of graduates who have become teachers in similar institutions, 2; whole number of pupils under instruction during the year: males, 68; females, 36—total, 104.—(From State Report and special return to Bureau, 1874.)

INSTRUCTION OF THE BLIND.

The Maryland Institution for the Instruction of the Blind was organized in 1853. Since its organization it has received 161 blind persons. There are in it at present 53 pupils.

This is not an asylum, but a school where the young blind may obtain a similar education to that furnished other children by the public schools of the State.

Much attention is paid to music, both vocal and instrumental. Piano-tuning and various branches of handicraft are successfully taught, selecting such as are best adapted to the peculiar condition of the blind, as worsted work, knitting and crocheting, sewing, and use of sewing-machines for the girls, broom and mattress making and cane-seating for the boys.

About 60 per cent. of the blind children of the State have availed themselves of the benefits of the institution, leaving 40 per cent. to grow up in ignorance. While the State of Maryland has made ample provision for the education of every blind child, both white and colored, great difficulty is sometimes found in persuading the parents of the unfortunate children to send them to school.

The institution is in a flourishing condition, and its benefits should be extended to every blind child in the State.—(State report for 1874.)

MARYLAND INSTITUTION FOR COLORED BLIND AND DEAF MUTES.

This institution, located in Baltimore, was founded in 1872. The board of instruction consists of a principal and three professors, including a semi-mute instructor. Total number of pupils received since the foundation of institution, 14; number of pupils under instruction during the year, male, 5; female, 7—total, 12.

The branches taught are rudiments of English language and arithmetic. Value of grounds, buildings, and apparatus is estimated at \$20,000. State appropriation the past year, \$10,000; expenditures for the year, \$10,000.—(From special return to Bureau, 1874.)

ST. FRANCES' ACADEMY FOR COLORED GIRLS.

This institution is under the direction of the Oblate Sisters of Providence, who are a religious community, established in Baltimore in 1829. They renounce the world to consecrate themselves to God and to the Christian education of girls of color. The object contemplated by their institution is the instruction of a numerous portion of society in useful branches, suitable to their wants and convenience, with efforts to secure also habits of solid virtue and the exact observance of piety and correct principles of morality.

In addition to their religious instruction, the pupils are taught the English and French languages, arithmetic, geography, history, English grammar, orthography, writing, sewing in all its branches, embroidery in cotton, silk, chenille or gold, tapestry, tufted work, bead work, lace embroidery, wax flowers, and fruits; music and painting also, if desired.

About 25 boarders belong to the establishment.

EDUCATIONAL CONVENTIONS.

NINTH ANNUAL SESSION MARYLAND STATE SCHOOL TEACHERS' ASSOCIATION.

The Maryland State School Teachers' Association assembled at Baltimore July 15, 1874, when John T. Morris, esq., president of the school board of Baltimore, in behalf of the educational interests of the city, extended a cordial welcome to the members of the convention, to which Prof. D. A. Hollingshead responded and proceeded to deliver his inaugural address, in which he referred to the unjust discrimination made in favor of the boys in the facilities offered by the State to its youth to acquire a higher standard of intellectual culture. Prof. George S. Grape then addressed the convention upon "Association," and was followed by Prof. H. E. Shepherd, who spoke upon the subject of "Language," calling attention to the influence the classic languages have upon our own and placing stress on the influence of Latin upon the English.

In the evening session Rev. A. G. Harley, of Centreville, addressed the convention upon the "Elevation of our profession." "The unity and harmony of true educational schemes" was the subject of the next address, by Dr. C. K. Nelson, of St. John's College, in which the lecturer spoke of the progress of popular education in different countries.

In the morning session, second day, Prof. M. A. Newell, chairman of committee on defense, reported that no emergency had arisen during the year calling for the services of the committee, and spoke briefly upon the progress of education. Prof. H. E. Shepherd followed Prof. Newell, advocating the study of Latin and Greek as the very

thing to assist æsthetic culture. After further discussion of this topic, Mr. J. F. A. Renley, of Hagerstown, addressed the convention upon "History," speaking particularly of its importance to the people of different ages. The committee appointed last year to consider the propriety of publishing a teachers' journal reported favorably, when two of their number were appointed to assume the responsibility and engage at once in the work of its publication. After the choice of general officers, standing committees on defense, discipline, school exhibitions and examinations, text-books, and teachers' institutes were announced.

The evening exercises opened with an address on "Memory and reason," by Prof. P. R. Lovejoy, when, after closing remarks by Prof. Hollingshead, the association adjourned.—(Maryland School Journal, October, 1874, p. 69.

OBITUARY RECORD.

GEORGE N. EATON.

Information was received in Baltimore about the middle of July, 1874, of the death of George N. Eaton, A. M., a prominent merchant of that city, who had been traveling in Europe for the benefit of his health. Mr. Eaton was born in New York, and at the time of his death was 62 years of age. In 1854 he was elected a member of the board of school commissioners, in which body he remained eleven years, nine of which he was its president. In 1865 Harvard University conferred on him the degree of master of arts, in recognition of his services in the cause of education. These services received further recognition in 1865, when the late George Peabody appointed Mr. Eaton one of the trustees of the Peabody educational fund for the Southern States. Though not a teacher, he was so identified with the educational interests of his adopted State and of the South as to merit at least this brief notice in a report on education.

ASHUR CLARKE.

Ashur Clarke, extensively known as one of the most successful public instructors, who for a full half century conducted a school for girls, in which the daughters of very many of the most respectable families received their education, died in Baltimore April, 1874, aged 72. Mr. Clarke came to Baltimore from Northampton, Mass., in 1819, when a lad of only 17 years, and became thoroughly identified with the city and its interests. He soon established a girls' school, which proving a success, he was joined by his brother, and eventually the school of S. and A. Clarke, on Charles street, next to St. Paul's church, where the Masonic Temple now stands, became a familiar landmark. Subsequently the brothers erected a building on Saratoga street, next to the Athenæum, where they continued together until the death of Mr. S. Clarke, some years since. Mr. Ashur Clarke continued his school till he had taught consecutively fifty years. He retired from active business in 1870. He was justly regarded as a most admirable and thorough teacher, and in the discharge of his duties always succeeded in winning the affections and retaining the confidence and respect of his pupils and also their parents. In quite a number of instances Mr. Clarke taught the daughters of the same families for two or three generations.*—(Baltimore American, Maryland, April 13, 1874.)

SUPERINTENDENT WILLIAM R. CREERY.

Just as this report goes to the press information comes of the decease, May 1, 1875, of Mr. Creery, the honored and able superintendent of the public schools of Baltimore. Connected for nearly thirty years with the schools of that city, he had been superintendent of them since 1868, and in that time had attained a reputation not local only, but largely national. Only this brief notice can now be given, fuller particulars awaiting the report for 1875.

LIST OF SCHOOL OFFICIALS IN MARYLAND.

Hon. M. A. NEWELL, *State superintendent of public instruction, Baltimore.*

STATE BOARD OF EDUCATION.

Name.	Post-office.
His excellency James Black Groome, governor, president	Annapolis.
Hon. M. A. Newell, secretary and ex officio State superintendent of public instruction	Baltimore.
Samuel Kepler	Towson town.
P. A. Witmer	Hagerstown.
George M. Lloyd	Port Tobacco.
J. P. R. Gillis	Whaleyville.

* A pleasing evidence of the esteem in which Mr. Clarke was held by his pupils has been given by their erection of a beautiful monument to his memory in Green Mount Cemetery.

List of school officials in Maryland—Concluded.

COUNTY EXAMINERS.

County.	Examiner.	Post-office.
Alleghany	George G. McKay	Cumberland.
Anne Arundel	W. H. Perveil	Annapolis.
Baltimore	Samuel Kepler	Towsontown.
Calvert	S. Cornelius	P. Fredericktown.
Caroline	George F. Beaven	Hillsboro'.
Carroll	J. M. Newson	Westminister.
Cecil	John Squier	Port Deposit.
Charles	George M. Lloyd	Port Tobacco.
Dorchester	James L. Bryan	Cambridge.
Frederick	John W. Page	Frederick.
Gayett	Asa Matthews	Grantsville.
Harford	Robert Henry	Abingdon.
Howard	W. H. Hardey	Clarksville.
Kent	E. F. Perkins	Chestertown.
Montgomery	James Anderson	Rockville.
Prince George's	M. J. Stone	Aquasco.
Queen Anne	J. W. Thompson	Centreville.
St. Mary's	Benjamin Tippet	Leonardtown.
Somerset	William E. Jones	Princess Anne.
Talbot	Alex. Chaplain	Easton.
Washington	P. A. Witmer	Hagerstown.
Wicomico	G. W. M. Cooper	Salisbury.
Worcester	George M. Upshur	Snow Hill.

PEABODY INSTITUTE, BALTIMORE.

The following information respecting this interesting institution was received too late for insertion in its proper place:

The main object of the institution is to foster among the citizens a literary and artistic culture. To this end it furnishes a library and reading-room; courses of lectures on literature, science, and art; a conservatory of music; an art gallery, and prizes for excellence in the public schools.

The library, numbering now 57,458 volumes, has been increased during the year past by the addition of 3,456, of which 436 have been from gift, besides 158 pamphlets. The library has cost \$177,163.94, and the expenditures for it in the year have been \$14,725.26. The reading-room receives 120 regular and 166 irregular publications, making in all 286, at an annual cost of \$1,449.23.

The lectures for the year, besides those delivered to special classes, have been 12 from Prof. W. H. Niles, of the Massachusetts Institute of Technology, on "The atmosphere and its phenomena;" 4 from Prof. W. D. Whitney, of Yale College, on "The growth of language;" 4 from Prof. John F. Wier, of Yale, on "Painting, sculpture, and architecture;" 4 from Prof. A. M. Mayer, of the Stevens Institute of Technology, on "Sound;" and 6 from Mr. John Weiss, of Boston, on "Subjects connected with the genius, characters, and plays of Shakespeare." These lectures were illustrated where the themes required it.

The conservatory of music has had classes for instruction from October 1 to May 31, with a professor of vocal music from Italy, and one of instrumental music from Germany, added to its previous staff of three; and yet, with these great advantages, shows an excess of \$10,339.33 of expenditures in the year over what was received from tuition-fees and public concerts.

The gallery of art has only had added to it during the year two marble busts of Messrs. Pinkney and Kennedy, at a cost of \$1,042.04.

The school premiums have been distributed, at a cost of \$1,264, in the two female high schools, the Baltimore City College, and the School of Design of the Maryland Institute.—(Report for 1874-75.)

MASSACHUSETTS.

STATISTICAL SUMMARY.*

RECEIPTS.

From taxes for support of public schools, (1873-'74).....	\$4,253,211 17
Income of funds, with dog tax, appropriated to schools at option of town.....	47,316 12
Voluntary contributions in form of board, fuel, &c.....	11,162 10
Income from local school funds.....	98,960 58
Received from State school fund in 1874.....	88,032 84
Total receipts for public schools.....	4,498,682 81
Average sum appropriated for each child 5 to 15 years of age.....	14 70.3

EXPENDITURES.

For erecting and repairing school-houses.....	1,646,670 35
For superintendence by school committees.....	118,575 35
For printing reports, &c.....	15,255 71
For salaries of principals of high schools.....	285,055 00
For support of evening schools.....	52,238 33
Total of expenditures.....	2,117,824 74
Average sum expended for each child in the State, including voluntary subscriptions.....	14 74.2

SCHOOL POPULATION.

Number of children in the State 5 to 15 years of age, (1873).....	292,451
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ATTENDANCE.

Number over 15 years of age attending public schools.....	24,687
Number under 5 years who attend.....	2,552
Total enrollment in public schools.....	297,035
Average attendance.....	210,248
Attendance in evening schools: males, 6,726; females, 3,468.....	10,194
Average attendance in evening schools.....	5,534

TEACHERS AND THEIR PAY.

Number of male teachers employed in public schools.....	1,078
Number of female teachers employed.....	7,637
Number of teachers employed in evening schools.....	444
Average wages per month of male teachers, including board.....	\$94 33
Average wages per month of female teachers, including board.....	34 34

SCHOOLS.

Number of public schools, (increase of 120 during the year).....	5,425
Number of high schools, (increase of 15 during the year).....	209
Number of evening-schools, (increase of 4 during the year).....	69
Average length of school term, 8 months and 8 days.....	

ACADEMIES AND PRIVATE SCHOOLS.

Number of incorporated academies, (decrease of two during the year).....	69
Average number of scholars attending.....	4,663
Aggregate paid for tuition therein.....	\$234,148 71
Number of unincorporated academies and private schools, (same as last year).....	402
Average number of scholars attending.....	13,144
Aggregate paid for tuition therein.....	\$479,395 37

*From advanced sheets of the statistical portion of the report of the board of education for 1873-'74, received from the secretary of the board.

ELEMENTARY INSTRUCTION.*

EXPENDITURES FOR EDUCATION.

The aggregate expenditure during 1872-'73, for popular education in Massachusetts was six and a half millions. This does not include the interest of money invested in school-buildings and the cost of school-books, nor the expense of professional and scientific schools and colleges, but does include tuition paid in private schools and academies.

INCREASE IN VOLUNTARY TAXATION FOR PUBLIC SCHOOLS.

For a few years past there has been a large yearly increase in the means voluntarily provided by taxes for the current expenses of the public schools. This increase during the last six years has amounted to \$1,533,547.54, a sum nearly equal to the whole amount raised by taxation ten years ago.

SCHOOL-HOUSES AND FURNISHINGS.

Nearly a million and a half of dollars were expended in erecting and repairing school-houses during the school year 1872-'73. In most of the larger towns and many of the smaller ones the schools have been better supplied with good furniture, blackboards, wall-maps, books of reference, &c., than heretofore, and each year witnesses a gratifying advance in this direction.

ATTENDANCE.

The total attendance of pupils in the public schools was 283,872, an increase of 7,270 over the previous year and 3,218 less than the whole number of children between 5 and 15 years of age. This difference, in the opinion of the secretary of the board, is more than accounted for by the fact that the most intelligent and thoughtful families do not send their children to school until the age of 6, and in some towns the school committee do not allow their attendance until that age.

The slight decrease in the average attendance for the year 1872-'73 is accounted for by the unusual prevalence of small-pox, and also by the opening of a number of church schools in some cities and towns with the express intent of withdrawing children from the public schools.

The showing of the statistical returns, that only 70 in every hundred children between 5 and 15 years of age enjoyed the advantage of the schools during 1872-'73, is, in the opinion of the general agent of the board, not nearly as favorable as the truth would warrant, such statistics being based upon the average attendance, rather than, as he thinks they should be, on the enrollment; and, moreover, no estimate is made of those attending private or church schools and academies. An estimate based upon such facts gives a per cent. of 96 instead of 70 children between 5 and 15 who received instruction in school for a longer or shorter time during the year. Many children of Catholic parents do not attend the public schools, but private or parochial ones; and, as there is no law requiring teachers of such schools to make returns of the number of children attending them, the school committee are often left to guess at this. There is hence no way of ascertaining definitely whether all children of school age are receiving instruction agreeably to the requirements of law or not.

Secretary White estimates the whole attendance in academies and private schools at about 25,000; in the 85 evening schools, 8,713; and in charitable and reform schools, 1,304; which, added to the 283,872 in public day schools, gives an aggregate of 318,889. In view of these facts he believes that the number of children in the State who do not in some measure partake of the educational advantages provided for them is very small.

IRREGULARITY OF ATTENDANCE.

In the town reports, which the superintendent states are marked by greater ability and a more thorough comprehension of the relation of the schools to the well-being of the people than ever before, the matter of school attendance calls forth more discussion, complaint, and entreaty than any other. Every effort at more perfect grading and more systematic teaching finds its most serious obstacle in the irregular attendance of the pupils, and the burden of complaints, in nine cases out of ten, is irregularity of attendance, and not non-attendance. This irregularity is not so much the fault of the children as of the parents, who keep their children out of school on the mountains in the berry season, in the valley in the tobacco-stripping times, and on the coast when the cranberry reddens. Classes are thus broken up, disorder rules, teachers are discouraged; and the almost universal demand is for a compulsory law.

For this evil the superintendent offers no remedy besides that of arousing parents to a more vivid sense of their duty to their children; but he recommends the adoption of

* From the thirty-seventh annual report of the board of education, 1872-'73, Hon. Joseph White, secretary, with additions from that of 1873-'74.

a rule similar to that now in force in the province of Nova Scotia, and partially in New York, by which the public school funds are distributed, not in proportion to the number of persons of school age in each school district, but rather to the aggregate number of days of school attendance in each.

COMPULSORY ATTENDANCE.

A recent modification by the legislature of the law requiring attendance at school cuts short by two years the period in which the interests of the child are protected, fixing the age at from 8 to 12, while formerly it was from 8 to 14. The annual time of required attendance, however, is extended from 12 weeks to 20, making a positive gain of 8 weeks.

The present law, as respects the attendance of factory children, is practically null, from the fact that the penalty of \$50 imposed for its violation upon superintendents, overseers, parents, and guardians is made to depend upon proof of its having been violated knowingly, a thing which it is almost impossible to show.

TRUANCY.

A recent act of the legislature respecting truants declares that each city and town shall make all needful provision for the welfare of such children, providing suitable places for their confinement, discipline, and instruction, thus taking away the alternative heretofore afforded them of acting or neglecting to act. The impracticable provision for attempting to punish the truant by a fine is omitted, and his confinement in a place of instruction is ordered, the law being not penal, but reformatory.

The duty of appointing and fixing the compensation of truant-officers is transferred from the several towns and cities to the school committees thereof, thus making those officers the direct agents of the school committees.

DRAWING.

The law requiring the introduction of this study into the public schools has met with a cordial greeting throughout the State, being everywhere regarded as a wise and fitting requirement made at a fit time. The topic is of frequent occurrence in report, of the town school committees, and there is much inquiry as to the best practical method of teaching the art. The State director of art education, Mr. Walter Smith reports a very general compliance with the law, and that under circumstances which have rendered such compliance a task of some difficulty. The first and greatest of these difficulties has been the impossibility of obtaining trained teachers; another has been the want of a progressive and simple plan of instruction and of examples from which to give lessons.

INDUSTRIAL DRAWING.

Of the 23 cities and towns in the State which (having above 10,000 inhabitants) are required to support industrial drawing classes, 20 have complied with the statute. No penalty, it seems, is provided for a violation of the law, and three towns have chosen not to comply. Director Smith advises the extension of the provisions of the law so as to include towns of 5,000 inhabitants, thus relieving the artisans in the smaller towns from the disadvantage under which they are at present placed, compared with those in more populous localities.

The progress of students in the study of industrial drawing in the free evening industrial drawing classes is much hindered by the fact that a majority are ignorant of the elements of drawing. When the pupils in all the day schools, says Mr. Smith, are taught drawing as systematically as they are in Boston and other cities and towns in the State, and when a generation of children thus taught are advanced to the evening classes, then, and not till then, will the teaching of drawing become successful.

KINDERGÄRTEN.

Massachusetts seems to have taken more kindly to these excellent means for primary training than any other State in the Union, probably through the direct influence of their chief American advocate, Miss Elizabeth P. Peabody, of Boston. She gives, in her Kindergarten Messenger for March, 1874, the following list of such schools in the State:

In Boston: One at Somerset and Allston streets, connected with the public school system; under private hands, Miss Garland's, 98 Chestnut street; Miss Annie C. Rust's, 113 Pembroke street; Miss Nina More's, Mt. Vernon street; Miss Horn's, 8 Center street, Boston Highlands. Out of Boston: Miss S. H. Curtis's, Brookline; Miss Anna Davis's, Chelsea; Miss Mattie Stearns's, Fitchburg; Miss A. B. Knox's, 1 Elm street, Worcester; Miss A. Matthews's, Yarmouth Port; Miss Hersey's and Mrs. Waterman's, Melrose; Miss Alice Balch's, Marlboro'. In the Messenger for May she adds to this list Miss Priscilla Hady's, Somerville, and transfers that of Miss Stearns from Fitchburg to Framingham.

CITY SCHOOL-SYSTEMS.

BOSTON.*

The system of public instruction in Boston was, in 1874, under a school committee, consisting of the mayor of the city, the president of the common council, 6 members from each of the 17 older wards and 3 from each of the 4 more recent ones, 116 in all. This committee, the members of which held office for three years, annually elected a superintendent of schools and a secretary, and held regular meetings once a month. Changes are to be made in this organization, which will appear in the Report for 1875. The committee has had the control of the number and qualifications of teachers, the election of them, and the determination of their salaries; while the city council has purchased the school-lots, erected, repaired, and taken care of the school-houses, through the city superintendent of public buildings.

By the school law of the State the city is required to maintain elementary schools, for the instruction of all children, for six months in each year, and a high school for instruction in the Greek, Latin, and French languages and in the higher branches of an English education, to be kept open ten months in each year. Tuition must be free, and a sum of money must be annually raised by taxation on all property in the municipality, to defray the school expenses, exclusive of the cost of buildings, equal to three dollars for every person in the city between 5 and 15 years of age. But the actual provisions for education have been made by the city authorities, in accordance with the sentiments of the people, on a far more liberal scale than the strict legal obligations required, not only in respect to the number and kinds of schools provided and the length of time they are kept open, but also in the matter of taxation for school purposes, the amount of money raised by voluntary tax being more than six times the obligatory sum.

The history of the system begins as early as 1635, when a free public school for boys was ordered to be set up by a vote of the people in town-meeting. Girls were first admitted to the privileges of the public schools in 1789, but until 1828 they were allowed to attend only half the year. Within the last fifty years the system has been largely developed and extended by the addition of new provisions for higher instruction, and also for more systematic and thorough training in the first stages of the elementary course. This system of public instruction, exclusive of the special schools which belong to it, consists of three grades of schools, the primary, grammar, and high.

Pupils are admitted to the primary grade at 5 years of age. The course is arranged for six classes and three years. Boys and girls attend together and are taught together in all branches.

The grammar schools are designed to receive the pupils from the primary schools at 8 years of age and upwards, and carry them on through a thorough course of practical elementary instruction. The course is arranged for six classes and six years.

The high schools differ from each other somewhat in their purposes and functions.

The public Latin school, the first public school established in the city, has until recently been limited to the function of fitting boys for the college or university. Its present course is arranged for six classes, or six years, candidates being admitted at twelve years, and resembles that of the upper six classes of the German real-gymnasium.

The English high school is intended to furnish those boys who have completed the course of study prescribed for the grammar schools with the opportunity of pursuing more advanced studies and of acquiring a thorough and liberal English education. The regular course is arranged for three classes and three years; there is a supplementary course of one year. French is taught in the former and German and Latin in the latter. The school resembles the German real-school.

The girls' high school is designed to furnish for girls, so far as is practicable and desirable, the advantages for culture afforded by both of the above-named high schools. The regular course is arranged for three years and there is a supplementary course of one year.

The Highlands high school is for both sexes, the classes and courses being much like those of the English high, except that Latin is allowed to some extent in the second and third years. Boys and girls attend the same classes and occupy the same study-rooms.

The Dorchester high school is also, like the preceding, for both sexes. It has two courses, both for four years, the one classical and the other English. Boys are prepared for college or the counting-room and girls have all the advantages usually afforded in the higher courses of instruction.

By the annexation of Charlestown, West Roxbury, and Brighton, other high schools have been added, making the whole number 9, including the girls' normal school.

Of the special schools, the normal is the most important. It is a professional train-

* Reports of school committee for 1874 and of Superintendent J. D. Philbrick for 1874 and on Vienna.

ing school to qualify female teachers for the public schools of this city. The course is for one year, and candidates must be at least 17 years of age and be able to pass examination in the usual high school branches.

The licensed minors' schools are for newsboys and bootblacks, who must attend two hours a day or forfeit their licenses.

The deaf-mute school is free to the inhabitants of the city, the State paying a part of the cost of tuition. The speaking system is taught in accordance with the science of visible speech as developed by Prof. A. Graham Bell.

The Kindergarten school has been in operation for several years. The evening schools are of three kinds, but all are for both sexes. There are 6 evening industrial drawing schools, in which all the various stages of drawing are taught; 1 evening high school, in which Latin, French, German, mathematics, physics, book-keeping, and industrial drawing are taught; 14 elementary evening schools.

Statistics of Boston schools for 1874.—Population of city, 357,254; school population, (age 5 to 15,) 56,684; enrolled in public schools, 53,752; average attendance, 41,613; average to a teacher in high schools, 28.4; in grammar schools, 46.2; in primaries, 44.3. The whole number of public schools, 499, divided thus: High schools, 9, (an increase of 3;) grammar schools, 49, (an increase of 12;) primary schools, 446, (an increase of 76;) schools for licensed minors and deaf mutes, 3; Kindergarten, 1; evening schools, 21. Teachers employed by the city, 1,289, of whom 1,091 were females. Whole expenditure for all school purposes, \$1,865,720.29. There was a considerable increase in most of these items from the annexation of three suburbs to the city.

Condition of the schools.—The committee and superintendent speak of this as being generally very satisfactory, though in some instances the locations of schools were unfavorable and in others larger and better buildings are required. A building to accommodate the high school of the city proper is especially called for and will probably be soon erected on a lot already in possession, the present position of several of the schools in noisy portions of the city greatly hindering their work.

Drawing in the schools.—This has been prosecuted, under the general direction of Prof. Walter Smith, with a success which is in a high degree encouraging, the advance made by the pupils, as shown by a public exhibition of their work, being such as could hardly have been looked for in so brief a time.

Industrial training.—Besides the industrial drawing taught in the evening schools the experiment begun last year of teaching sewing in the Winthrop school has resulted so successfully as to induce a recommendation that it be introduced into all the classes of the grammar schools where girls are taught. The encouragement to this is found in the fact that the children of the Winthrop school have surpassed their former standing in scholarship, while they have gained in addition a most useful accomplishment.

Women on school committees.—Four women having been elected by the citizens, in the fall of 1873, to serve as members of the school committee, the question of their eligibility to seats formed an exciting topic of discussion during most of 1874. Singularly variant decisions were arrived at in respect to it, till finally, on the supreme court deciding that under existing statutes they were not eligible, the legislature passed an act making women eligible to school offices. Accordingly, six ladies' names appear on the last list of the committee.

Resignation of superintendent.—At the regular meeting of the board in May, Hon. John D. Philbrick, long the superintendent of the city schools, declined to be a candidate for re-election, a decision which seems to have filled the members with equal sorrow and surprise. Mr. Philbrick first entered the service of the city as an usher in the English high school in 1844; was master of the Mayhew school from 1845 to 1847; was then transferred to the New Quincy school, and there began a scheme of school improvement and reform which proved so successful as to be in a few years adopted in all the schools. The main feature of this was a change from the old system of having a grammar and writing department in each school, with the scholars alternating between them, to that now general, in which each school is under the charge of one master, and all the branches are taught in one room by one teacher. The reputation gained through this successful innovation induced the election of Mr. Philbrick to the principalship of the State Normal School of Connecticut, where two years' able service led to his being chosen superintendent of schools for that State. On the expiration of his term here he was elected, in 1856, superintendent of the public schools of Boston, and for nearly eighteen years from that time has labored for their advancement with a success which has set the school system of the city certainly among the very first in all the country—some think among the first in all the world.

CAMBRIDGE.

In accordance with a recent act of the legislature, the school committee in the latter part of the year elected five truant-officers. These officers have already accomplished valuable work in preparing a list of children employed contrary to law in the factories and shops of the city.

At the last session of the legislature an act was passed authorizing cities and towns to furnish pupils in the public schools with text-books.—(From report of Massachusetts board of education, 1873-74; extract from school committee report of Cambridge, Hon. E. B. Hale, superintendent.)

FALL RIVER.

The number of different persons registered in all the schools of the city during the year 1873-74 was 7,581, while the whole number of sittings was only 5,170. The increase for the year in the number of school children was 613 and in the number of sittings it was 242. Admission has been refused, owing to this scarcity of room, to many who desired to enter school. The average attendance for the year was but 3,821, or 50.4 per cent. of the number registered, against 51 per cent. the previous year. Therefore, while most of the children of school age have been registered during the year in the schools, their attendance has been so irregular that it is believed they are not receiving the amount of schooling necessary to make them intelligent voters on the great questions agitating the country.

In the factory school, children between 10 and 15 years of age, employed in the factories, are taught on the half-time plan. The number in attendance during the year was 1,051 and the average for each term was 185, a little better than last year. Quite a number of children of this class, owing to the lack of room in this school, were permitted to attend in others the time required by law. The establishment of three additional schools for factory children in different portions of the city is advised, since, because of the scarcity of room, a number of children most remote from this school did not attend, but were kept continuously at work.

Three evening classes in drawing were kept, one in architectural, one in mechanical, and one in free-hand drawing. Two evenings in each week were allowed to each class. The whole number in all the classes was 136; architectural, 40; mechanical, 20; free-hand, 45.

According to a recent law, text-books are supplied to pupils free of charge.—(From report of the Massachusetts board of education, 1873-74, William Connell, jr., superintendent schools, Fall River.)

FITCHBURG.

The number of persons of school age in the city in 1874 was 2,205; the average number belonging to the schools for the year, 1,883; the average attendance, 1,728, or 78 per cent., against 76 per cent. for the previous year.

An evening industrial and mechanical draughting school has been kept; also an evening school for instruction in the common branches of education. In the draughting school were two departments, free-hand and instrumental, the latter being subdivided into architecture, for the workers in wood, and into machinery, for the workers in iron. In the free-hand class were 54: gentlemen, 31; ladies, 23. In the instrumental classes there were 43—total, 97. The evening school was more largely attended than its most earnest friends had dared to hope, and the result of its work highly satisfactory.—(From report of school committee of city of Fitchburg, Hon. E. A. Hubbard, superintendent of schools.)

HAVERHILL.

The number of children in the city 5 to 15 years of age in May, 1874, was 2,639; number in the public schools November, 1874, was 2,535. There were, moreover, in the high and central grammar schools 262 scholars over 15 years of age, making 158 more children in the schools than the assessors reported. Besides these, quite a number attended private schools.

The evening drawing school was reopened November 7 with 55 pupils. It has registered 110, and averaged 58 an evening. Many of the pupils in the public schools requested admission to this, and 32 under 15 years of age were admitted.

The average attendance at the evening school was about 100 pupils an evening, the number varying from 52 to 172, who are under the instruction of 15 teachers. Two of the classes are composed of French and two of pupils of African descent.—(From report of school committee city of Haverhill, 1874, Hon. George W. Bosworth, chairman.)

LAWRENCE.

In 1873 the city established an industrial school, in which, at last report, were 21 pupils. Four day policemen were appointed to act as truant-officers, and the result was a great improvement in attendance. It is believed that most of the children who ought to be in school are now there. A child is occasionally found who is kept from school for want of suitable clothing or books, when, had the wants been made known, aid might have been rendered. Children who work in the mills are often out of work, and during that time, which often lasts for months, would be in school were it not for the expense of obtaining books which might be needed but a short time. The plan of furnishing school-books free of cost to all pupils has been discussed and approved by the school committee.

About one-half of the teachers of the city were educated here and are graduates of the training school established in 1869.

The industrial drawing classes have had an attendance of 57, 41 being beginners and 16 for the advanced class. The average attendance has been, in the advanced class, 12; in the lower, 31. The occupations represented were machinists, carpenters, sash and blind makers, tin-workers, surveyors, and clerks, the largest number being wood-workers.—(From report of Lawrence school committee, 1874, George E. Hood, superintendent.)

LEICESTER.

The school committee say, "confidently," that all the schools of the town have had good teachers and all have been taught with faithfulness.

Drawing has been added to the regular school branches during the year, what may be called the State method, as systematized and ably illustrated by Prof. Walter Smith, having been introduced.—(From report of school committee of Leicester, 1874, Samuel May, chairman of board.)

LOWELL.

The public schools of this city have never been in better condition than they are now. Year by year the school-house accommodations have been increased and improved. The teachers are earnest and faithful and progressive in their methods of discipline and instruction. Corporal punishment, for years obsolete in the high school, has become of very infrequent use in the grammar and primary schools, and, as a result, there is now a superior order and deportment which never would have been dreamed of in the days when corporal punishment was common and indiscriminate.

There are in operation two different special drawing schools, one for instruction in free instrumental drawing, machine, architectural, shades and shadows, &c., and the other for free-hand drawing. Total number of students, 210. The importance of these schools in this manufacturing city is appreciated, and much is expected from them.

The evening schools continue to show satisfactory results. There were 5, with a total attendance of 1,358 pupils: gentlemen, 839, ladies, 519. Average attendance, 499: gentlemen, 309; ladies, 190.—(From report of school committee of Lowell, 1874, Charles Morrell, superintendent public schools.)

LYNN.

The school committee report the unusual prosperity of the evening mechanical drawing school. In numbers, in the material of the classes, and in success there is a great improvement over past years. It now numbers 115 members. A valuable set of models and various copies for architectural, mechanical, and anatomical drawings have been recently purchased.—(Report of Massachusetts board of education, 1873-'74, John Batchelder, chairman.)

NEW BEDFORD.

The school for children employed a part of the time in the factories continues its sessions throughout the year, the regular teachers being relieved by substitutes during their vacations. The number of pupils in attendance averaged about 33 during the year, and 45 for the winter and spring terms. The ages range from 7 to 15, showing that children are, contrary to law, at work in mills of the city under the age of 10 years. There is much deception practiced by parents as to the ages of their children. Desiring the money they might earn, such parents make false returns of the ages, and thus evade the law. Another difficulty met in enforcing the law is the frequent changes that occur in the factory population. The principal of this school says he never saw scholars in any school more earnest and studious, and seldom taught with greater satisfaction as to results.—(Report of Massachusetts board of education, 1873-'74, Henry F. Harrington, superintendent, New Bedford.)

NEWBURYPORT.

The class in industrial drawing was smaller than previous ones, and the attendance was irregular on the part of many. The work done, however, by those who were regular in attendance was very creditable and the exhibition of drawings by the class one not to be ashamed of.—(From report of Massachusetts board of education, S. J. Spaulding, chairman school committee, Newburyport.)

SPRINGFIELD.

The free drawing school is conferring a substantial benefit upon the industrial interests of the city. At the request of citizens of the Indian Orchard district, an evening drawing school has been opened there.

The truant-school, at the city almshouse, is performing good service in the instruction and reformation of those whose habits of persistent truancy baffled all other efforts for their correction. The boys have made good progress in their studies, and seem generally happy and contented.—(Report of the school committee of Springfield, 1874, A. P. Stone, superintendent.)

STOW.

Schools reported in a highly satisfactory condition. Not one pupil has had to be punished for misconduct during the entire term of 37 school weeks.—(Report of school committee of town of Stow, 1874, E. Whitney, superintendent.)

TAUNTON.

In the free industrial drawing school the attendance was 221; average number belonging during the term, 203. Highest age of pupils, 50; lowest age, 15; average age, 22. Number in free-hand drawing, 82: gentlemen, 48; ladies, 34. In machinery drawing, 77; architectural, 62. The aim in this class is not to work up selected specimens of rare excellence, but to accomplish good results on the whole; to assist pupils of average and inferior art talent, while not neglecting those of superior ability, the motto being "the greatest good to the greatest number."—(Report of school committee city of Taunton, 1874, W. W. Waterman, superintendent.)

WALTHAM.

The subject of industrial drawing has been brought into greater prominence in the schools during the past year than heretofore. To create a greater interest in this study, Prof. Smith came to the town by invitation of the board of education and lectured on the value and importance of obtaining a general proficiency in the art, and one of Mr. Smith's pupils was employed to give instruction in free-hand drawing to the teachers.—(Report of school committee of Waltham, 1874, Charles A. Welch, chairman.)

WOBBURN.

Drawing continues to occupy a place in the programme of studies, and success in this study is more encouraging than it has been for some time past.—(Report of the school committee of Woburn, 1874, E. H. Davis, superintendent.)

WORCESTER.

The number of children in the city 6 to 16 years of age was 8,000; the number enrolled in public schools during the year, including those over 16 years, 9,920; average daily attendance, 6,475. The whole number registered was 70 less than that of the previous year, but the average belonging was 332 greater and the average daily attendance increased 340. This shows an improved interest in the schools, which is traced in part to the efforts of teachers and in part to the labors of the truant-officers. The superintendent says, "It is possible, however, to so force the attendance at school as to produce more harm than good. A certain amount of irregularity in absence and tardiness there must necessarily be, and the attempt to reduce this irregularity below a reasonable amount may tend to drive pupils from school. This we have endeavored to avoid. Schools are not kept to secure perfect attendance. Good attendance is sought in order that we may have the best schools." The disciplinary school for truant and unruly boys and girls has been discontinued, having become unnecessary, since the truant-officers, with the influence of the masters in the several large schools, are now able to secure the results aimed at.

Drawing has been taught as a regular branch of study a number of years with encouraging results, but with less unity and system than could be desired, owing to great diversity of attainment on the part of the teachers. To remedy this a special teacher has been employed for the schools, and the teachers also receive instruction from him.

The free evening drawing schools have increased in efficiency each year, and their practical bearing upon the industrial interests of the city has been plainly proved. The number of students in 1873-'74 was 316—gentlemen, 229; ladies, 87—against a total the previous year of 237: gentlemen, 182, ladies, 55.

In accordance with new rules adopted by the school board of the city, the salaries of competent teachers are to be raised from 13 to 18 per cent.

The training school for teachers, which has accomplished an excellent work in the past, has been absorbed into the new State Normal School, which was opened in September, 1874.—(From report of Hon. A. P. Marble, superintendent of Worcester schools, 1874.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The report of these schools for the year 1872-'73 states that during that year more pupils were graduated from them than in any former year of their existence; their success was more marked and satisfactory and their improved methods of instruction better understood and more fully appreciated, the demand for teachers from them keeping full pace with the supply. From the reports of school committees it appears that 1,634 of the teachers employed during that year had been members of the normal schools, 716 of whom were in cities and 918 in towns.—(Report of board of education, 1874.)

The report for 1873-'74 chronicles a continuance of this prosperous condition. In all the schools there is, it is stated, that quick sense of the present needs of education without which any school for the training of teachers would be almost useless.

The boarding-houses, with which the liberality of the State has provided three of them, make it possible for many pupils to enjoy their advantages for whom it would without them be impossible, and thus many a teacher has been secured for the State who would otherwise have been lost.

The Salem school has now its well-organized laboratory, in which a practical knowledge of chemistry can be obtained; and, while there is still a good deal to be desired in the equipment of some of the schools, they are all aiming at the freshest and most modern training of their scholars.

The year 1873-'74 witnessed the opening of the new normal school at Worcester, which began its career with a remarkably strong staff of teachers and a number of students from its own immediate neighborhood, showing that the need which it was built to meet was not imaginary.

The board ask especial attention to the Normal Art School and its interests. The same need which produced the other normal schools called for an art normal school. The legislature saw this necessity and established the Massachusetts Normal Art School, which began its work in October, 1873. Quarters were provided for it in the upper stories of the State building in Pemberton Square, and there it has done two years' work. That of the last year shows a decided increase in the value which the people set upon this school, and the examination of its students for diplomas in the spring of 1874 proved how much faithful labor had been performed and what good results had been accomplished. The object of the school is not simply to make artists or the teachers of artists; but, tending to the education of artisans who shall be also artists, it appeals directly to the most practical commercial interests.—(Report of the board of education, 1874.)

FRAMINGHAM.

The number of students in attendance here during 1872-'73 was 153, of whom 42 graduated. In 1873-'74 there were 152, and 33 graduates.

WESTFIELD.

There were 147 students in 1872-'73, of whom 130 were ladies; of these, 47 ladies and 6 gentlemen graduated, 14 of whom were in advanced courses, while 40 other pupils in the several classes pursued the advanced courses to some extent. In 1873-'74, 204 pupils were in attendance, 39 of whom graduated—37 ladies and 2 gentlemen.

BRIDGEWATER.

Attendance in 1872-'73 was 198: ladies, 159, gentlemen, 39; graduates 44: ladies, 33 gentlemen, 11. The school was reported in a "highly prosperous condition." An appropriation of \$600, made by the legislature for fitting up an art room for drawing, was judiciously expended, and the new facilities were put to good use. Students for 1873-'74, 200: gentlemen, 43, ladies, 157; graduates, 48: in regular course, gentlemen, 10, ladies, 35; in advanced course, 1 gentleman and 3 ladies.

SALEM.

The total attendance in 1872-'73 was 266, of whom 29 received State aid, 23 were aided from the income of the Bowditch fund to the amount of \$453, and 47 graduated, of whom 5 were from the advanced course. In 1873-'74, out of 577 pupils there were 57 graduates, of whom 4 were in advanced classes. This school since its opening has graduated 38 classes, with a total of 806 students.

STATE NORMAL ART SCHOOL.

This school is intended as a training school for the purpose of qualifying teachers and masters of industrial drawing. Its specific aim is to prepare teachers for the industrial drawing schools of the State, who shall also be able to direct and superintend the instruction in this branch of the public schools. The necessity of providing this new educational instrumentality was seen immediately upon the attempt being made to carry out the provisions of the law requiring the teaching of industrial drawing.

The number of students is necessarily limited, preference being given to the teachers of drawing actually employed in the public schools and in the industrial evening classes in the State, the complement being made up of candidates resident in the State who declare their intention to become teachers of drawing.

Instruction is given on five days of the week, and classes are taught in the morning, afternoon, and evening, by four professors and the same number of instructors, two of the latter being ladies.

The second year of the art school opened October 1, 1874. Up to December 1 the whole number of students was 188 against 133 the previous year, and the average

attendance 146 against 70, or more than double. Whether this average will be maintained through the year remains to be seen. Twenty-five students are on advanced work. The number applying for admission the previous term was 192, of whom 133 were admitted—86 ladies and 47 gentlemen. In attendance at the morning class were 48, afternoon 50, and evening 35. During the three months of the present year reported, October 1 to December 1, 1874, 239 applied for admission; 188 were admitted—ladies, 130; gentlemen, 58. The morning class numbered 68, afternoon 49, evening 46, and advanced class 25.

The present accommodations of the school are altogether inadequate to its needs, and the legislature is appealed to to aid in providing better. Private beneficence, it is believed, would supply one-half the cost of an edifice should the legislature set apart lands for the purpose and appropriate a sum equal to half the cost on such conditions.—(Report of Board of Visitors of Normal Art School, 1875, and College Courant, June 13.)

PAPERS FOR TEACHERS.

The Massachusetts Teacher, a monthly, published in Boston, did good service during most of 1874 in training teachers through its various articles on educational methods. But in the late autumn it, with other kindred papers, was merged in the New England Journal of Education, a weekly, also to be published in Boston. This, under the editorship of Hon. Thomas W. Bicknell, recently State school commissioner of Rhode Island, has become, by the absorption of the other papers, the chief educational journal of the New England States, with special correspondents in each of those States and departments relating to school architecture, school methods, school discipline, &c.

The Kindergarten Messenger, Boston, monthly, under the editorship of Miss E. P. Peabody, is specially devoted to the explanation and furtherance of Fröbel's methods of instruction.

ANDERSON SCHOOL OF NATURAL HISTORY.

This school opened for 1874 July 8. Since the close of the previous school year the buildings had been completed and rendered comfortable for the students, and the laboratories supplied with everything necessary. Mr. Alexander Agassiz succeeds his father as director of the school. The students, accepted from among 600 or 700 applicants, were all teachers from the public and normal schools of some fifteen or sixteen States, 20 of them being ladies, of whom several were students last year. The school has been incorporated by a recent act of the State legislature.—(College Courant, July 25, 1874.)

Mr. Agassiz addressed, before the session, to the school authorities of each State a letter, asking them to appropriate \$5,000 outright, or an annual amount of \$350, to the support of the Anderson school, such an appropriation to entitle the State making it to free tuition for two pupils. He thinks such scholarships might be made prizes for aptitude in natural history.

Following out Professor Agassiz's idea, text-books are avoided at this school, and every effort is made to compel the students to original investigation. Each one receives a fish, with directions to study it externally for two days. Its anatomy is then investigated in the same way. The fact has been developed here that ladies are quite capable of making original observations; in fact, four or five of them did so before the gentlemen commenced.—(Prof. Putnam in the Galaxy for November.)

TEACHERS' INSTITUTES.

Eight sessions of teachers' institutes were held during 1872-'73, at which 121 towns were represented, the total attendance being 792. With only two exceptions the sessions lasted five days, and embraced the usual day exercises and evening lectures. Special attention was given to the subject of drawing, in view of the fact that few teachers are yet prepared to give the instruction required of them in this branch.

An interesting table of statistics relating to teachers' institutes from the year 1845 to 1873 is presented by the general agent, Mr. Phipps, showing the annual attendance and the amount expended for them by the legislature. During these twenty-nine years a total number of 234 institutes were held, averaging 8 annually. The total aggregate attendance was 30,837, with an annual average of 1,063, or an average attendance at each institute of 132. The total annual attendance reached its maximum in 1852, when it numbered 2,444, and its minimum in 1860, when it was only 519. The following year, however, it increased to 1,246, and continued during the remaining years of the war that large, and sometimes larger, until 1866, when it fell suddenly to 983. The whole expenditures for institutes, not including the donation of \$1,000 by Hon. Edmund Dwight, in 1845, was \$71,258, or an annual average for twenty-eight years of \$2,545, and for each institute of \$304, the average cost per capita of those attending being \$2.34.

SECONDARY INSTRUCTION.

PREPARATORY SCHOOLS.

Massachusetts had, in 1874, 21 preparatory schools, with 159 teachers and 2,389 pupils. Of the latter, 1,024 pursued classical courses, 120 scientific, and 849 other studies, while in one school the students, 405 in number, were unclassified. The length of the course in these schools ranges from two to nine years; 11 of them possess laboratories, 9, museums, and 14, apparatus; one has an observatory, 8 have gymnasia, and 15, libraries, in which the number of volumes ranges from 50 to 5,000.—(From special reports to the Bureau of Education.)

HIGH SCHOOLS.

There are 187 cities and towns in the Commonwealth, more than half the whole number, which maintain high schools. The whole number of such schools is 209, a number of towns of extensive area having more than one. From many of these schools students go to college with as thorough a preparation as the best New England academies can give. About one-third of the whole number are of this class. Another third embraces schools of much excellence, giving a very fair English education and a passable preparation for college. The remaining third is of a much lower order, being but little in advance of the average grammar school. Their principals, though often exhibiting excellent results in the limited range of studies pursued, yet, from the lack of a thorough collegiate training, cannot give their schools that high character which they otherwise might. Many of them have to work under great disadvantages from want of apparatus and books of reference and from the large number of classes and variety of studies pursued in consequence of the mongrel character of their schools. In numerous instances, only one teacher is employed in such schools. These schools, however, are doing a good work, and are of great value to the towns maintaining them, which, with rare exceptions, deserve great credit for annually appropriating as much for their support as their more limited means and circumstances permit.—(Report of the general agent of the Massachusetts board of education, 1875.)

ACADEMIES AND SEMINARIES.

The Bureau has received reports from 49 academies and seminaries, of which 8 are for boys, 15 for girls, and 26 for both sexes, with a total of 245 teachers and 3,618 pupils in attendance, of whom 2,135 were engaged in English studies, 619 in classical, and 863 in modern languages.

The boys' schools report 23 teachers and 219 pupils. In English studies are 178; classical, 78; modern languages, 77; 56 are reported distinctly as preparing for a classical and 10 for a scientific course in college; 6 study drawing, 5 vocal and 6 instrumental music; one has a laboratory; 4, apparatus, and 7, libraries, in which the number of volumes ranged from 100 to 600.

The 15 schools for girls have 112 teachers and 880 pupils, of whom 408 were in English studies, 73 in classical, and 309 in modern languages, 15 in drawing, 9 in vocal and 11 in instrumental music; one has a laboratory; 4, apparatus, and 6, libraries, ranging in size from 45 to 1,500 volumes.

In the 26 schools for both boys and girls are 105 teachers with 2,519 pupils; of these 1,549 pursued English studies, 468 classical, and 477 modern languages; 158 were preparing for classical and 16 for scientific course in college; 20 studied drawing, 16 vocal and 12 instrumental music; 14 have laboratories, 21, apparatus, and 22, libraries, generally ranging in size from 100 to 3,800 volumes, though one reports only 10.—(Reports to United States Bureau of Education.)

Williston Seminary.—In addition to gifts, amounting to \$350,000, previously bestowed by Hon. Samuel Williston, this academy receives from the late will of that gentleman a bequest of \$400,000, \$200,000 of which must be invested by the executors and held in trust for the seminary till the sum doubles.—(College Courant, August 22, 1874.)

SUPERIOR INSTRUCTION.

HARVARD.*

Requisitions for admission.—Candidates for admission to Harvard in 1875 must be examined in one of two courses of study, each embracing fifteen subjects. The first course embraces: (1) Latin grammar; (2) Latin composition and Latin at sight; (3) Cæsar, Gallic War, books I-IV, Sallust, Catilinæ; Ovid, four thousand lines; (4) eight orations of Cicero and the Cato Major, and the Eclogues and the Æneid of Virgil; (5) Greek grammar; (6) Greek composition; (7) Greek prose, Goodwin's and Allen's Greek Reader, or Xenophon's Anabasis, books I-IV, inclusive, and the seventh book of Herodotus; (8) Greek poetry: Homer's Iliad, books I-III, inclusive, omitting the cata-

*Catalogue for 1874-'75.

logue of ships; (9) arithmetic, including the metric system of weights and measures, together with the use and the rudiments of the theory of logarithms; (10) algebra through quadratic equations; (11) plane geometry, first 13 chapters of Pierce; (12) history: Greek, to the death of Alexander; Roman, to the death of Commodus; (13) modern and physical geography, Guyot's Common-school Geography, or Miss Hall's Our World, No. 2, and Guyot's Physical Geography, parts II and III, or Warren's Physical Geography, first 49 pages; (14) English composition; (15) French or German, translation at sight of easy prose.

The second course differs from the above principally in requiring some knowledge of trigonometry and greater proficiency in geometry, with less in Latin and Greek.

Candidates for admission in 1876 and thereafter will be examined in all the subjects required in 1875, with the addition of one of the three following: (1) elementary botany; (2) rudiments of physics and chemistry; (3) rudiments of physics and of descriptive astronomy.

Elective studies.—The course of study to be pursued by a candidate for the bachelor's degree is made up in part of studies which are prescribed and pursued by all students alike, and in part of studies selected by the student himself out of the various courses of instruction which are given in the college. The prescribed studies occupy the whole of the freshman year and about one-third of the sophomore and junior years. In the senior year only certain written exercises are prescribed. In addition to the prescribed studies, each sophomore is required to pursue courses chosen by himself from the elective studies, amounting to eight exercises a week for the year; each junior, courses amounting to eleven exercises a week, and each senior, courses amounting to twelve exercises a week.

Hazing.—Mr. E. W. Gurney, dean of the faculty of Harvard College, sent, in 1874, an appeal to the parents of the present sophomore and freshman classes, touching the subject of "hazing," urging them to throw the whole weight of their influence and authority in favor of the continued abandonment of a custom which has been a reproach to the college and its students and a serious obstacle to the work of both. The dean expresses the hope that these classes will not revive the obnoxious custom, and that it has lost its vitality in the college forever.

Memorial hall.—A great addition has been made to the advantages at Harvard by the completion of "memorial hall," which was dedicated June 22, 1874. The external walls of the building are of red and black brick, with copings and window tracery of Nova Scotia stone. Its tower rises 200 feet above the level of Cambridge plain, each of the four corners where the masonry-work terminates being marked by grotesque gigantic gargoyles. Beneath the tower opens the memorial vestibule, with its high vaulted roof, 60 feet above the marble pavement, the extent of the hall being 30 by 112 feet. This vestibule is specially dedicated to the memory of the 97 students of the college and those 87 of its professional schools who fell during the war of the rebellion. An arcade of black walnut, with marble tables containing their names, with the date and place of their death, entirely surrounds the walls. This room, with its two great stained-glass windows, grand stair-cases, dark finish, and rich wood-carvings, offers a striking contrast to the grand dining-hall, flooded with light on every side—a magnificent room, having a general resemblance to kindred halls of English colleges, though surpassing them in size. It is 60 by 164 feet in extent and 75 high to the apex of the roof, having a wainscoting of brown ash 20 feet high, on which the pictures and busts of past presidents and dignitaries of the colleges are placed. The hall will seat 1,000 persons. A third portion of the building, the academic theater, intended to be 310 by 115 feet, to seat about 2,000 persons, and to be used for commencements and other public exercises, is not yet begun; but funds to the amount of \$50,000, being a bequest of the late Charles Sanders, are at hand for this purpose.—(College Courant, July 4.)

BOSTON COLLEGE.

"The Fathers of the Society of Jesus, by whom this college is conducted, have for their object to impart a religious, classical, and scientific education.

"The students are expected to prepare their lessons at their homes; and for this preparation," it is said, "two hours a day will ordinarily suffice."

The course—beginning with a "class of rudiments," and extending, in successive years, through three "classes of grammar," a "class of poetry," and a "class of rhetoric," into a seventh year of philosophy and chemistry—is, as in most of the colleges of this fraternity, largely classical.—(Catalogue for 1872-73.)

BOSTON UNIVERSITY.

The general statutes of this university provide for the establishment of a large group of colleges, with distinct faculties and administrations. Two have already been organized—the College of Liberal Arts and the College of Music; the place of the College of Agriculture is supplied by the Massachusetts Agricultural College. A College of Commerce and Navigation is to be established as soon as the necessary funds shall be pro-

vided. There are also schools of theology, of law, of medicine, and of oratory. There is also a *schola scholarum*, or school of all sciences, designed first to furnish post-graduate instruction to graduates of any college, without reference to professional studies, and, secondly, to meet the wants of all graduates in professional schools who may wish to broaden and supplement their professional culture by courses of study in related sciences, arts, and professions. This school is regarded as the crowning and unifying department of the entire university organization, the *studium generale* of the Middle Ages restored and vitally adjusted to the modern educational system. Students in it can pursue approved courses of study in the National University at Athens and in the Royal University at Rome without charge for tuition, and, on returning and passing a satisfactory examination, they will receive their appropriate degree precisely as if they had studied at the university.—(University Year-Book, 1875.)

The university has now (says the New York Times, December 5, 1874) among its students between 70 and 80 women, and in the preparatory departments a still larger number. The Sanskrit class includes two young ladies, probably the first of their sex in America to undertake this study.

AMHERST COLLEGE, AMHERST.

A tendency to elevation of the standard of admission, in order to a greater freedom in the course, appears in the college catalogue for 1874-75. This states that after 1875 the present mathematical requirements will be extended by the addition of two more books of geometry; the Latin by the addition of the *Georgics* to the *Bucolics* and first six books of the *Æneid*; and the Greek by the addition of another book of Xenophon's *Anabasis* and Homer's *Iliad*.

Elective studies.—In the first term of the junior year, Italian and chemistry are made elective; in the second term, German, Italian, Greek, and astronomy; in the third term, organic chemistry, botany, mineralogy, Latin, and Spanish. In the first term of the senior year, the elective studies are zoölogy and German; in the third term, comparative zoölogy, geology, rational psychology, and Spanish.

Scientific course.—The general college-course is so arranged that a three years' scientific course is formed by omitting the Greek entirely and Latin after the first term of the freshman year, and taking the optional studies in science and modern languages.

Partial course.—Members of college who, from ill-health or other cause, are unable to pursue the full course, are permitted to enjoy the privileges of the institution and carry forward only two studies at a time. To such, instead of a degree, a certificate of their attainments will be given at the end of their course.

Post-graduate course.—Such a course is said by the College Courant of September 26, 1874, to have been established under the auspices of the faculty in history and political science, with especial reference to a "science of statesmanship;" while any graduate may, according to the catalogue, make arrangements with the college to pursue a course of study in any department additional to the college course.—(College catalogue for 1874-75.)

TUFTS COLLEGE, near BOSTON.

Tufts is already, in its requirements for admission, almost up to what Amherst proposes after 1875. Its elective studies, however, in the junior and senior years are more numerous, so that the student may come out, if so disposed, with less of preparation in the end.

Courses of study.—Besides the regular collegiate course, a philosophical and an engineering course are here provided for, though the full college course is earnestly recommended to all. For such as desire it a theological course also stands open, candidates for which, besides bringing testimonials of good character, "must believe in the Christian religion and have a sincere purpose to devote their lives to the Christian ministry."

Additions to the faculty.—Mr. S. M. Pitman, a graduate of the college in 1869, after five years of study at home and abroad, returns to Tufts to the position of assistant professor of chemistry under Prof. Marshall; and Prof. Dolbear, known to the public through his contributions to the Franklin Scientific Journal, appears in the new catalogue as professor of physics and astronomy.

Improvements.—The college grounds were extensively graded and beautified in the spring and summer of 1874, and some of the buildings received many internal improvements.—(College catalogue for 1874-75.)

WILLIAMS COLLEGE, WILLIAMSTOWN.

Not quite as high in its requirements for admission as the two preceding, Williams holds its students, after admission, more steadily to the full curriculum throughout, thus putting them forth at last with probably at least as high a training in the main as either of the other two.

In the languages, an opportunity is afforded to those who wish it to pursue their studies beyond the regular course, while change of text-books and alternations of lectures with text-book recitations help to give variety to the course.—(Catalogue for 1874-75.)

The report of the examining committee for 1874 expresses disapproval of college-games which unduly absorb time in training or interfere in any wise with the prescribed course of study, while giving cordial approval of the gymnastic, aquatic, and other sportive exercises necessary to health.

WELLESLEY COLLEGE, WELLESLEY.

The board of trustees propose to open Wellesley College for students in September, 1875. The institution will be Christian in its influence, discipline, and course of instruction. For the present there will be a preparatory and a collegiate department. Special provision has been made to secure the health of the pupils. A gymnasium has been provided, and calisthenics will be taught by skillful instructors; lectures on physiology, with special reference to health, will be given early in the course, and a lady physician, who shall be a member of the faculty, will reside in the college and have the general care of the health of the students. All the students will board in the college and will aid, to some extent, in the domestic work of the family, as it is considered desirable that all should understand and take a practical part in systematic house-keeping.—(Circular of Wellesley College, December, 1874.)

UNIVERSITY OF MODERN LANGUAGES, NEWBURYPORT.

A university with this title was in 1874 proposed to be established here, where, in separate departments, instruction might be given in the languages of America, Europe, and Asia. Ten acres of land were secured and some necessary buildings. But the project appears, from private advices received at the Bureau, to have come to nothing.

MT. HOLYOKE.

Prof. Wm. F. Tyler, of Amherst, takes the place of the late Dr. Kirk as president of this college. The seminary is proposing to erect a building for the departments of natural history and art, to cost, it is estimated, about \$60,000, and its furnishing about \$15,000 more. Mt. Holyoke has special characteristics, by which the cost of living is reduced, and educational facilities thus brought within the means of the less affluent.

SMITH COLLEGE FOR WOMEN, NORTHAMPTON,

Is to be opened September, 1875, when the building, it is to be expected, will be completed. It is to be built of brick, with stone trimmings, in the style called secular Gothic, only two stories high, with a beautiful tower; the edifice is to be purely for academic and social purposes, the plan being to group around it cottages in which the students may find suitable homes.—(Common School Journal, February.)

The course of study will extend through four years. During the first year, the same studies will be required of all the regular students. After the first year, elective courses have been arranged, designated, respectively, classical, literary, and scientific; the classical course to be distinguished by the greater attention given to Greek and Latin, the literary to the modern languages and especially the English, and the scientific to mathematics and the natural sciences.—(Circular of Smith College.)

Statistics of universities and colleges, 1874.

Names of university and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fee.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship-funds.	
Amherst College	23	9	0	331	\$560,000	.....	.....	.....	.....	.....	240,184
Boston College	16	0	143	15	200,000	.....	.....	.....	.....	.....	23,500
Boston University	12	.....	.....	52	.....	.....	.....	.....	.....	.....	.....
College of the Holy Cross	14	0	49	145	150,000	.....	0	0	.....	.....	8,000
Harvard College	49	513	0	756	2,000,000	1,000,000	78,800	104,184	0	258,023	145,000
Newburyport College of Modern Languages.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Tufts College	12	5	.....	57	313,215	700,467	35,465	5,052	.....	20,000	14,283
Williams College	13	.....	.....	161	250,000	250,000	20,000	9,000	0	90,000	27,000

a Includes society libraries.

b Partially.

PROFESSIONAL AND SCIENTIFIC.

THEOLOGICAL.

Harvard divinity school.—The rules under which this school was founded prescribe that every encouragement be given to the serious, impartial, and unbiased investigation of Christian truth, and that no assent to the peculiarities of any denomination of Christians shall be required either of the instructors or students. Pecuniary assistance is afforded from various sources to indigent and capable and deserving students, the only other requisition being, as in the case of the income of the Williams fund, that they be Protestants. Besides the Williams fund there are nine scholarships, yielding a total income of \$1,675, and ranging in amount from \$125 to \$260 each; four of these were endowed by ladies, their total income being \$9.20.

To obtain the degree of B.D., a course of at least one year in this school is required; that of A. M. is conferred upon persons who, being both bachelors of arts and bachelors of divinity, shall pursue at the university for at least one year an approved course of study in divinity and shall pass an examination upon that course.—(Harvard University Catalogue, 1874-'75.)

School of theology, Boston University.—All candidates for admission to this school must produce satisfactory testimonials from their pastors or others touching their personal religious character. Candidates for admission to the first division of an entering class must have received the degree of bachelor of arts from some college or university or must have an equivalent preparation; to the second, they must have mastered the studies customarily required for entrance upon the classical course in American colleges. Special courses of one or more years are provided for such young men or women as may be unable to pursue the regular course, as preachers engaged in the active work of the ministry, superintendents and teachers in Sunday-schools, &c.; but all whose circumstances will allow them to obtain a collegiate education before applying for admission are earnestly recommended to do so.

The opening of a school for oratory in the university adds new and unusual facilities for this branch of ministerial training.—(Boston University Year-Book, 1875.)

Newton Theological Institution.—The number of students seeking admission to the institution has rendered another building an imperative necessity, and one is now in process of construction, to contain dormitories, study-rooms, and an attractive dining-hall.—(Annual catalogue, 1873.)

Andover Theological Seminary.—This seminary is open for the admission of Protestants, of all denominations, of good Christian character, membership in a church, good natural talents, and liberal education. Exception is sometimes made to the requirement of formal connection with a church and a complete collegiate education, but in such cases the candidate is required to subscribe a declaration of belief in the Christian religion and give evidence of such scholarship as will enable him successfully to pursue all the studies of the theological course.—(Catalogue of Andover Theological Seminary, 1874-'75.)

LAW.

Harvard law school.—The law library of Harvard law-school, one of the most complete and extensive in America, has within the last four years received very extensive and important additions, more than 3,000 volumes having been added and nearly \$17,000 having been expended in the purchase of books and in binding since September 1, 1870. Students also have the use of the college library, containing 148,000 volumes.

School of law, Boston University.—The full course of this school covers three years, though, for the present, the degree of B. L. is made attainable here as elsewhere at the end of the second year. The method of instruction aims to combine the advantages of all approved systems and appliances. It includes regular oral text-book exposition and recitation, free and written lectures, reviews, examinations, exercises in draughting contracts, conveyances, pleadings, indictments, and other legal papers, the criticism of briefs and arguments in moot-courts, courses of reading, &c.

MEDICAL SCHOOLS.

Boston University, which admits in its catholic plan not only the unprivileged sex in society, but also the unprivileged sect in medicine, has opened a school for homeopathy. The medical faculty in this university numbers 27 and the students nearly 100. (National Normal, p. 25, and Boston University Year-Book, volume 2.)

The trustees of the New England Female Medical College, the oldest medical college for women in the world, during the year 1874 transferred all properties, powers, &c., by them held, to the trustees of Boston University, and into its co-educative school of medicine the college is henceforth merged.

The attitude of the university towards the legally-constituted medical profession is uniquely impartial. Of all American universities this alone recognizes all branches of the profession which the laws of the different States recognize. It invites the attention

of every student to the equality of all before the law and before the university statutes. It enables any duly-incorporated State medical society in the country, whatever its distinctive theories, practically to co-operate in the testing of candidates and in the bestowment of degrees. The diplomas of the university, therefore, are passports, not to membership in a single medical sect, but to the fellowship of any and all legally-recognized and protected divisions of the American medical profession.—(Boston University Year-Book, 1875, p. 25.)

The statute which authorizes these broad statements reads as follows:

"Any student, satisfactorily completing a regular course of medical training in Boston University, shall be at liberty to apply for examination to any regularly-incorporated State medical society in the United States; and, on recommendation of the authorized examiners of such society, may receive from the university the degree of M. D., with a diploma stating the name of the society on whose recommendation the degree is conferred."

In the execution of their fundamental design to provide for and foster, according to ability, all forms of higher education demanded by modern society, the authorities of the University of Boston have made an arrangement with the trustees of the State Agricultural College at Amherst, Mass., by virtue of which matriculants in the university desiring instruction in agriculture, horticulture, and related studies can receive it in that institution, and, on satisfactorily completing the prescribed course, can receive their degree from the university as well as from the college.—(University Year-Book, 1874.)

PHARMACEUTICAL.

Massachusetts College of Pharmacy.—Thirteen students graduated from this college and received degrees in April, 1874. The year 1873-'74 was the most prosperous yet experienced. The college has gained the confidence of the pharmacists, the physicians, and the public, and has caused a demand for purer drugs and medicines.

DENTAL.

Dental school of Harvard.—A new course of instruction has been determined upon by the Harvard dental school, which provides for a three years' course, in which students will receive a thorough scientific and practical training.

Boston Dental College.—Candidates for graduation here must be 21 years of age, must have pursued their professional studies three years under a competent instructor, and have attended two full courses of lectures in this college or one course with a full equivalent showing for the other.

SCIENTIFIC.

Massachusetts Agricultural College.—The trustees report that the year 1874 has been one of real and unusual prosperity. The method of training is that recommended and practiced by Agassiz, which leads the student to observe and investigate for himself.

It is lamented that no provision has been made for free scholarships in this college, founded by the Government for the technical education of the people, but that all students must pay \$100 per annum for tuition and room rent, thereby excluding a large proportion of those who would most gladly avail themselves of its advantages.—(Report of Massachusetts Agricultural College, 1874.)

Worcester Free Institute of Science.—This school graduated, in the summer of 1874, 17 pupils: 1 from the chemical department, 7 from that of civil engineering, and 9 from that of mechanical engineering. Fifty apprentices worked in the Washburn machine-shop, where the theoretical instruction is put into practice.—(Massachusetts Teacher, September, 1874.)

Massachusetts Institute of Technology.—The work of 1874 is reported as very satisfactory, notwithstanding a decrease of 65 in the aggregate attendance from that of the previous year. This decrease is ascribed in a great measure to the financial crisis of 1873; the increase of fees from \$150 to \$200, and an increase of the requisites for admission also, it is thought, had some effect in reducing the number. The average age of the students on entering the institute has increased with the increase in the requirements for admission, and this fact has contributed towards the greater success attained in the work of the year, since many more of the students come to the institute from choice and with a more or less well-defined purpose for their future.

Nearly five-sixths of the 310 students in 1874 were from Massachusetts; 20 other States, with the British provinces, Japan, and the Sandwich Islands, were represented.

Statistics of schools for scientific and professional instruction.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, build-ings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	
SCHOOLS OF SCIENCE.									
Lawrence scientific school, (Harvard Univer-sity.)	12....		30	3, 4	\$75,000	\$228, 784	\$16, 532	\$4, 933	3, 000
Massachusetts Agricultural College.	12....		104	4	230,000	250,000	15,000	23,000	51,500
Massachusetts Institute of Technology.....	36....		310	4	.....	.....	.....	.....	2,000
Worcester County Free Institute of Industrial Science.	11....		103	3, 3½	175,000	.....	25,000	1, 206	1, 000
SCHOOLS OF THEOLOGY.									
Andover Theological Seminary.....	10	7	67	3	200,000	525,000	35,000	.....	32,335
Boston University School of Theology.....	13....		87	3	.....	.....	.....	.....	4,000
Divinity School of Harvard University.....	6	4	19	3	15,000	149,000	24,000	.....	16,000
Episcopal Theological School.....	4	4	13	3	225,000	110,000	8,000	.....	.....
Newton Theological Institution.....	6	5	70	3	108,500	277,886	24,662	.....	12,503
New Church Theological School.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Tufts College Divinity School	7	3	27	3, 4	.....	.....	.....	.....	.....
SCHOOLS OF LAW.									
Boston University School of Law.....	14....		121	3	.....	.....	.....	.....	1,600
Law School of Harvard University.....	5....		139	2	.....	42,486	11,872	16,975	15,000
SCHOOLS OF MEDICINE.									
Medical School of Harvard University.....	30....		186	3	.....	48,184	4,309	31,115	2,000
School of Medicine of Boston University.....	31....		130	3	125,000	45,000	2,450	10,000	1,000
Boston Dental College.....	6....		23	3	1,500	.....	.....	2,800	.....
Dental School of Harvard University.....	16....		43	2	20,000	0	0	4,095	290
Massachusetts College of Pharmacy	3....		95	2	2,000	2,000	140	2,556	500

a Also \$18,000 from State appropriation. *b* Includes society library. *c* Also one-fourth income of Bussey trust-fund, \$8,800.

SPECIAL INSTRUCTION.**CLARKE INSTITUTION FOR DEAF MUTES, NORTHAMPTON.**

This institution is remarkable for its healthy locality and for its beauty of situation. Number of teachers, 8; number of pupils, 68. Annual income from all sources for 1874, \$39,747.73, of which \$18,973.39 was realized from the fund and \$11,205 received from the State. Expenditures, current and special, were, for the past year, \$37,294.58, leaving an unexpended balance of \$2,453.15. The pupils receive instruction in articulation, using Prof. Bell's system of "visible speech;" in reading, writing, geography, mental and written arithmetic, algebra, geometry, history—United States, middle-age, and modern—philosophy, chemistry, zoology, Swinton's Language Lessons, and Kindergarten and mechanical drawing.

In the report of 1875, the principal has given some specimens of composition by the pupils, which appear uncorrected and without suggestion. In accuracy of conception and correctness of expression, they are above the average standard of young writers.

The cabinet-shop has been in operation the whole year. Twelve of the older boys have spent three hours there each day, and have attained great proficiency; seven younger boys have worked an hour and a half each day. The work in the shop makes a part of the training of the boys.—(From the report of Clarke Institution for Deaf-Mutes, 1875, pp. 8, 9, 16, 20-26.)

BENEFACTIONS.

The will of the late Mrs. Ann White Vose, in execution of the power given her by her husband, the late Josiah Vose, besides various other bequests to benevolent objects,

gives an aggregate of \$100,000 for the benefit of educational institutions. Of this sum, the Massachusetts Institute of Technology in Boston and the Museum of Fine Arts each receive \$25,000, the amount to the Institute of Technology to be devoted entirely to the support of free scholarships; the Boston Asylum and Farm for Indigent Boys and the Female Orphan Asylum in Boston, each, \$15,000; the Industrial Aid Society for the Prevention of Pauperism and the Massachusetts Asylum for the Blind, South Boston, each, \$10,000. Among other charitable institutions receiving bequests from this estate, whose titles do not indicate an educational scope, are the Boston Children's Friend Society and the Children's Mission to the Children of the Destitute, which receive \$20,000 each. The residue of the estate is given in equal shares to the Massachusetts Institute of Technology and Museum of Fine Arts, the income only to be expended.

Mrs. Vose also gives her own estate, after making provision for kindred and friends, to trustees, for the purpose of endowing institutions of charity or education in Massachusetts.—(Philadelphia Evening Telegraph, January 29, 1875.)

To these bequests must be added at least those of Mr. Samuel Williston, of \$400,000 to the Williston Seminary, \$30,000 to Iowa College, and \$300,000 to Amherst, together with Mr. S. A. Rogers's bequest of \$100,000 to the Rogers High School, Newport, paid during this year; perhaps, too, the \$50,000 left by Mr. Charles Saunders for finishing Memorial Hall, Harvard, and the noble devotion of Wellesley College to the cause of education by Mr. Durant at a cost of about \$1,000,000.

A still further addition to this list is the bequest of \$200,000 to the Episcopal Theological School at Cambridge, by Mr. Benjamin T. Reed, of Boston, the money to come into possession of the institution on the death of Mrs. Reed; while Mr. Moses Day, of Boston, gave \$5,000 each to Amherst, Harvard, Tufts, and Williams Colleges.

AGASSIZ MEMORIAL.

To this fund there had been contributed, at the date of December 12, 1874, the amount of \$9,192.74; the contributors, whose number is estimated as about 86,696, were from twenty-nine States, the District of Columbia, England, and one locality unknown.

As reports of the number of contributors were not received from all of the schools, the numbers given are hypothetical, but they are believed to be substantially correct. "Useful as the amount received will be in building up the memorial," the report remarks, "we have reason to believe, from the letters received at this office, that the indirect effects have been of equal value; that it has been a very important event in the education of the country. It has given to the teachers throughout the land a rare opportunity to enforce upon their pupils the lesson of the boyhood and manhood of a great and good man, and to teach them the appreciation of those great ideas of which he was an exponent. It has led to meetings where Agassiz's methods of teaching have been explained and discussed; to the established associations for the study of nature it has given a new impulse; and it has caused the formation of new ones, particularly among the young. Teachers everywhere have found in this plan to honor an eminent man, who claimed above all else that he, too, was a teacher, a new motive to faithful service. In confirmation of this opinion, we quote from a letter lately received from Hon. Newton Bateman, the well-known superintendent of education of Illinois: 'I am sure that the indirect results of the movement have been exceedingly valuable, results that would have been cheaply secured by the expenditure of many times the amount of time, money, and labor that the whole enterprise has cost.'" It is proposed to keep the fund open permanently for contributions.—(Circular report of the committee, by James M. Barnard, treasurer.)

EDUCATIONAL ASSOCIATIONS.

MASSACHUSETTS TEACHERS' ASSOCIATION.

This association held its thirtieth annual meeting at Worcester, on the 28th, 29th, and 30th of December, 1874. The attendance, about 350 to 400, seemed small in view of the large number of teachers in the State, (about 800,) and the fact that, of the thousand members of the association, probably two-thirds are still living and teaching in the State.

The lectures were given by Rev. Phillips Brooks, of Boston, on Monday evening, and Hon. Joseph White, secretary of the board of education, on Tuesday evening. The former was on the "History of education," especial reference being made to the education of two centuries ago, and to Milton, its typical exponent, who, on the restoration of the reformation became silent as a reformer, and devoted the rest of his life to his greatest works—Paradise Lost, Paradise Regained, and Sampson Agonistes—and to the education of youths, by which latter occupation he earned the name of pedagogue. The lecture of Mr. White was upon the history of "School legislation in Massachusetts," a topic with which no one probably is more familiar than he, and which was ably handled.

The legislators of Massachusetts from the beginning were advocates and promoters

of general education, and from the year 1635 to the present date they have provided by successive enactments for public schools, to be supported by general taxation, prescribed the course of study for these schools, and endeavored to secure attendance in these, or equivalent private schools, of every child in the Commonwealth for a portion at least of the school year.

In the latter respect, Mr. White thought the school laws still defective, as hundreds of children are daily employed in the manufacturing establishments of the State, in utter violation of the laws, the remedy for which he suggested to be a statute forbidding mill-owners or overseers to employ children between certain ages, without receiving from them certificates, signed by teacher or school committee, that they have attended school the prescribed number of weeks required by law during the preceding school year.

Discussions.—The discussions at the meeting were upon the "Training of the memory to the neglect of other faculties," "The representation of teachers upon school committees," "The physical training of girls," "Qualifications for admission to high schools," the "Amount of technical grammar which should be taught in grammar schools," the "Amount of explanation of arithmetical work which should be required of pupils," "Spelling in primary schools," the "Securing and cultivation of truthfulness in young children," and "What legislation is necessary to enforce attendance at school?" Each of these subjects was introduced by a well-written paper. In order to consider several of these matters simultaneously, the meeting was divided in the afternoon of Tuesday into high, grammar, and primary school sections, in each of which the questions appropriate to its work were considered.

The questions relating to the "Physical training of girls," the "Representation of teachers on school-committees," and the "Legislation necessary to enforce attendance at school" attracted perhaps the most attention, the discussion of the former being introduced by a careful paper by Dr. Putnam, of Boston, in which he gave a sketch of the gymnastic training required in different countries for pupils in the public schools. His idea was that health was the first object to be sought for by boys and girls, but that, while boys should be trained to greater strength, grace should be an end to be sought for the girls—that grace which comes from perfect health and development.

There are three systems of gymnastic exercises in use in Europe. One is that used most generally in Germany, by which the pupil is trained for the athlete. One is the Swedish idea, which attempts to train special muscles. Another is that originated in South Germany, which consists of exercises in concert, for which a number of pupils are necessary. In many of the countries of Europe the study and practice of gymnastics are made obligatory. Many of the systems employed, however, are evidently intended for boys, and are not generally adapted to girls. As yet, in this country, but little attention has been paid to the subject except in some private institutions, but, where physical training has been introduced, it has been with success. Other speakers contended for more outdoor exercise and exercise at home for girls, especially for high school girls, whom false notions of propriety restrained from the activity which their younger sisters in grammar schools enjoy without such restraint.

Mr. Marble, of Worcester, in his paper on this subject replied strongly to quotations which he read from Müller's late work, and maintained the right of the State to compel the education of its children, who are to be the citizens of to-morrow, as a measure of simple self-defense; and, though no creed or special form of religion is taught in them, he maintained that they are not "Godless," and that the teachers of the State, Catholic as well as Protestant, are doing a work in educating the children of the Commonwealth in integrity and good behavior hardly second to that of the clergy. He advocated that the State require all children of school age to attend school for the whole period of the year in which schools are by law required to be kept; that overseers be prohibited from employing children without certificates that they have so attended; and that full statistics be required from towns and committees, that the State may know whether these laws have been complied with, and, if not observed, may apply the remedies, in which he was supported by Secretary White, who followed with quotations from the present statutes.

Other discussions.—The other discussions were carried on with interest and merit, a more extended report of which our space will not allow us to give.

Other exercises.—A practical lecture on the method of teaching penmanship was given by Prof. H. C. Kendall, of Boston, illustrated by means of a class of scholars from one of the Worcester grammar schools, which elicited considerable interest, and Mr. H. H. Lincoln, master of Lyman School, Boston, interspersed the exercises with readings of selections to the evident delight of the audience.

Interest and attention.—The interest of the meeting was well sustained. Representatives of all the branches of school work, committees, superintendents, and teachers of every grade, were present, the colleges, perhaps, excepted; and, though the meetings lacked numbers, those who came seemed to come not merely for an excursion, but to profit by the exercises and to give quiet attention to what was said, in marked contrast to some of the mass-meetings of the association when held in Boston. Before adjournment, the customary resolutions of thanks were passed, and also one in tribute

to Prof. Alpheus Crosby, formerly of Dartmouth College and later of the Massachusetts Normal School at Salem, who was an early and active member of the association, which bears upon its rolls the names of many men who have become distinguished in the educational world. The association also appointed a committee to present a petition to Congress to continue the National Bureau of Education.—(New England Journal of Education, January 9, 1875.)

HAMPDEN COUNTY TEACHERS' ASSOCIATION.

The twenty-seventh annual meeting of this association was held at Springfield, in May, 1874. Papers were read, practical lessons in teaching given, and questions relating to school interests discussed, both gentlemen and ladies taking part therein.—(Massachusetts Teacher, July.)

OBITUARY RECORD.

JOSEPH WARREN.

Josiah Warren, noted for his labors in furtherance of the study of physical science, died April 16, 1874, at Charlestown, Mass., aged 64.

WILLIAM A. WHEELER.

Mr. Wm. A. Wheeler, A.M., assistant superintendent of the Boston Public Library, died at his home in Roxbury, Wednesday, November 4, 1874. Mr. Wheeler assisted Dr. Worcester in 1856 in the preparation of his larger dictionary, and afterward contributed to Webster's the rich appendix known as a "Dictionary of the noted names in fiction." He was also chiefly responsible for the "Dickens Dictionary," published in 1872, and left behind him a manuscript work designed to enable ordinary readers to trace the authorship of prominent passages in all literature. Still other valuable works were in contemplation by him when the summons came to lay down all engagements for the last repose, at the prime age of 41.—(College Courant, November 7.)

PROF. ALPHEUS CROSBY.

This ripe Greek scholar, born October 13, 1810, at Sandwich, N. H., died April 17, 1874, at Salem, Mass. Developing in early life the robust character which seems to come naturally from birth amidst the hills, he entered, while yet quite a boy, the Gilmanton Academy, below Lake Winnipiseogee, in his native State, taking high rank among many that were much his seniors.

On the completion of his college course, he taught a year at Moor's School, in Hanover, when Dartmouth, aware of his attainments and abilities, called him to a tutorship of her college classes, he being then about 18. He accepted the invitation and remained a tutor for three years, pursuing at the same time studies in theology, which subsequently were prosecuted still more fully at the Theological Seminary, Andover, Mass., from September, 1831, to April, 1833. Then Dartmouth recalled him as professor of the Greek and Latin languages, and, receiving from the church authorities a licensure to preach, he went back to the now familiar halls as instructor in these languages. Although at the beginning he was still a youth of less than 23, he made his mark decidedly as one of the best teachers of the classics in America. In 1837, the Latin and Greek departments being divided, he became professor of Greek alone, remaining thus till 1849, when he withdrew from active duty, and became professor emeritus. Out of the studies of this college period came his excellent Greek grammar, a great advance on all preceding ones in the United States, and still preferred by many; his Greek tables, an adjunct to the grammar, embodying in paradigms a complete synopsis of grammatic forms; a valuable set of Greek lessons; an edition of Xenophon's *Anabasis*, with useful notes, *Eclogæ Latinae*, and first lessons in geometry.

In October, 1854, he became agent of the Massachusetts board of education and lecturer in its Teachers' Institute, combining with his lecturing the editorship of The Massachusetts Teacher. Holding these offices till 1856, he made his home during this time in Boston. The next year he was chosen principal of the State normal school at Salem, and removed to that city, which thenceforth was his home. He retained his headship of the normal school till July, 1865, employing his salary largely in the aiding of poor students in the school. Resigning the position then, he entered on a revision of his text-books and on the preparation of a new Greek dictionary, both which tasks he was enabled to complete before his death, the dictionary being published in the autumn of 1873, and the last of his revisions, the *Anabasis*, made ready for the printer, when the pen fell from his enfeebled hand, and the active worker rested from his labors.

GORHAM D. ABBOTT, LL. D.

Rev. Gorham D. Abbott, LL. D., another noteworthy teacher of the young, died at his home in South Natick, Mass., July 30, 1874. Born in Brunswick, Maine, and

graduating at Bowdoin, he studied theology at Andover, and for some time served as pastor of a Presbyterian church at New Rochelle, N. Y. The condition of female education in New York City in those days did not please him, and, with a view to its elevation, he united, in 1845, with his distinguished brothers, Jacob and John S. C., in the establishment of the Abbott Institute, a school for young ladies, in Lafayette Place, then a center of wealthy population. The institution became highly popular; and in 1847 Dr. Abbott founded for himself The Spingler Institute, on Union Square, a considerable advance upon the other school in position, accommodations, and facilities for education. He remained the principal of this for many years, securing great acceptance for himself and for his school among the best classes of the city and drawing to it pupils from all parts of the United States. An eventual effort to remove the school to a higher location, whither the wealthier people were fast drifting, resulted in such pecuniary loss as at last induced a discontinuance of the enterprise, and Dr. Abbott, never very strong, and now much worn with labor, retired to South Natick, where his later days were spent in literary leisure and quiet preparation for his end. It came in the form of paralysis, the too frequent fatality of literary men, and at the age of 67 he rested from all labor in the silence of the grave.

An historical work, relating to the internal troubles in Mexico and a few school-books are the only published fruits of Dr. Abbott's studies; but he enjoyed high reputation as a classical and biblical scholar, as a student of general literature, and as an almost unequalled head of an institution for the training of the young.

DR. JAMES WALKER.

Rev. Dr. James Walker, formerly president of Harvard College, died on the 24th of December, 1874, at Cambridge, Mass., in the eightieth year of his age. He was born at Burlington Mass., in 1794, graduated at Cambridge in 1814, was ordained four years later and became pastor of the Unitarian Church in Charlestown, where he remained twenty-one years. He was elected president of the college in 1853, and held the position until 1860. For the past few years his health had been feeble, and his death was not unexpected.

HON. SAMUEL WILLISTON.

Hon. Samuel Williston died at his home in East Hampton, Mass., on Saturday, July 18, 1874, at the age of 79 years. Mr. Williston, though not a teacher, long occupied a leading position among the friends of education, and his extensive charities have made him widely known throughout the country. In 1844, or 1845, he founded the Williston Seminary. He, during his life, gave it \$275,000, and the provisions in his will raise the total of his benefactions to the seminary to \$675,000, with a prospect of \$200,000 more. He was also a very large contributor to the funds of Amherst College, one of whose buildings bears his name and two or more of whose professorships have been endowed by him, and it is believed that his benefactions to the college, about twenty years ago, saved it from fatal embarrassment. He gave generously to Iowa College, Iowa, (adding \$30,000 in his will,) and other educational institutions in the country repeatedly received aid from him, notably among them Mt. Holyoke Female Seminary, at South Hadley. Amherst College is made residuary legatee of his large property, and will probably receive from it \$300,000.—(College Courant, July 25, p. 57, and August 22, p. 82.)

LIST OF SCHOOL OFFICIALS IN MASSACHUSETTS.

Hon. JOSEPH WHITE, *secretary of State board of education, Boston.*

STATE BOARD OF EDUCATION.

Name.	Post-office.
His excellency William Gaston, governor, ex officio	Boston.
His honor H. G. Knight, ex officio	Boston.
Phillips Brooks	Boston.
Henry Chapin	Worcester.
Alonzo A. Miner	Boston.
Gardiner G. Hubbard	Cambridge.
William W. Rice	Worcester.
C. C. Esty	Framingham.
Edward B. Gillett	Westfield.
C. C. Hussey	

List of school officials in Massachusetts—Continued.

CITY SUPERINTENDENTS.

City.	Superintendent.	Post-office.
Boston.....	Vacancy.....	Boston.
Charlestown.....	B. F. Tweed.....	Charlestown.
Cambridge.....	Francis Cogswell.....	Cambridge.
Chelsea.....	Jonathan Kimball.....	Chelsea.
Fall River.....	William Connell, jr.....	Fall River.
Fitchburg.....	E. A. Hubbard.....	Fitchburg.
Gloucester.....	John W. Allard.....	Gloucester.
Holyoke.....	Louis H. Marvel.....	Holyoke.
Lawrence.....	Gilbert E. Hood.....	Lawrence.
Lowell.....	Charles Morrill.....	Lowell.
New Bedford.....	Henry F. Harrington.....	New Bedford.
Newton.....	H. M. Willard.....	Newton.
Salem.....	Augustus D. Small.....	Salem.
Somerville.....	Joshua H. Davis.....	Somerville.
Springfield.....	A. P. Stone.....	Springfield.
Taunton.....	W. W. Waterman.....	Taunton.
Worcester.....	Albert P. Marble.....	Worcester.

TOWN SUPERINTENDENTS.

Town and county.	Superintendent.	Post-office.
BARNSTABLE.		
Chatham.....	D. H. Crowell.....	Chatham.
Dennis.....	Levi Howes.....	Dennis.
Orleans.....	Vacant.....	Orleans.
Provincetown.....	B. F. Hutchinson.....	Provincetown.
Sandwich.....	Vacant.....	Sandwich.
BERKSHIRE.		
Adams.....	Principals of high schools in North and South Adams.	
Peru.....	George L. Thomson.....	Peru.
Pittsfield.....	John M. Brewster.....	Pittsfield.
BRISTOL.		
Mansfield.....	Vacant.....	Mansfield.
Somerset.....	F. A. Shurtleff.....	Somerset.
Swansea.....	Job Gardner, jr.....	Swansea.
ESSEX.		
Essex.....	Washington Burnham.....	Essex.
Georgetown.....	R. G. Farley.....	Georgetown.
West Newbury.....	Vacant.....	West Newbury.
HAMPSHIRE.		
Huntington.....	J. H. Goddard.....	Huntington.
Northampton.....	H. L. Edwards.....	Northampton.
Pelham.....	Vacant.....	Pelham.
MIDDLESEX.		
Acton.....	F. P. Wood.....	Acton.
Boxboro'.....	Joel F. Hayward.....	Boxboro'.
Carlisle.....	Vacant.....	Carlisle.
Concord.....	G. Reynolds.....	Concord.
Framingham.....	James W. Brown.....	Framingham.
Holliston.....	R. G. Johnson.....	Holliston.
Littleton.....	H. E. Cooley.....	Littleton.
Medford.....	James A. Hervey.....	Medford.
Stow.....	Edwin Whitney.....	Stow.
Wakefield.....	A. M. Payson.....	Wakefield.
Woburn.....	E. H. Davis.....	Woburn.
NORFOLK.		
Bellingham.....	Vacant.....	Bellingham.
Brookline.....	Vacant.....	Brookline.
Canton.....	Frederic Endicott.....	Canton.
Cohasset.....	Joseph Osgood.....	Cohasset.
Dover.....	Vacant.....	Dover.
Weymouth.....	Arthur G. Lewis.....	Weymouth.

List of school officials in Massachusetts—Concluded.

Town and county.	Superintendent.	Post-office.
PLYMOUTH.		
Brockton	C. W. Wood	Brockton.
Halifax	George W. Hayward	Halifax.
Hingham	A. G. Jennings	Hingham.
Kingston	W. R. Ellis	Kingston.
Marion	Silas B. Allen	Marion.
Plymouth	Charles Burton	Plymouth.
Rochester	Vacant	Rochester.
Scituate	Charles S. Nutter	Scituate.
West Bridgewater	Cyrus Leonard	West Bridgewater.
WORCESTER.		
Athol	Vacant	Athol.
Douglas	N. W. Preston	Douglas.
Hardwick	Vacant	Hardwick.
Holden	J. T. Rood	Holden.
Mendon	George F. Clark	Mendon.
Paxton	Levi Smith	Paxton.
Westboro'	T. D. Biscoe	Westboro'.

MICHIGAN.

STATISTICAL STATEMENT, 1872-'73.*

CONDITION OF PERMANENT SCHOOL FUND.†

On hand, and due primary school fund, September 30, 1872.....	\$2,716,763 03
Received from sales for the year ended September 30, 1873.....	116,911 47
Received from penalties for non-payment of interest.....	7,452 46
Total from primary school lands.....	2,841,126 96
Swamp land school fund, September 30, 1872.....	\$251,909 31
Half of cash sales for year ended September 30, 1873.....	31,435 51
	283,344 82
Total school fund September 30, 1873.....	3,124,471 78

FINANCIAL STATEMENT FOR SCHOOL-YEAR 1872-'73.

Receipts.

On hand at the beginning of the year.....	\$530,580 27
Received from two-mill tax.....	465,912 84
Received from primary school fund.....	194,479 58
Received from tuition of non-resident pupils.....	31,199 81
Received from taxes for teachers' wages, &c.....	1,366,649 68
Received from other district taxes.....	728,570 49
Received from all other sources.....	412,253 87
Add for details less than total‡.....	13,706 16
Total receipts.....	3,743,352 70

Expenditures.

Paid male teachers.....	681,565 24
Paid female teachers.....	1,071,309 43
Paid for building and repairs.....	597,006 63
Paid for all other purposes.....	788,902 96
Amount on hand at the close of the year.....	594,467 18
Add for details less than total‡.....	10,101 21
	3,743,352 70
Total indebtedness of districts.....	1,707,700 16

SCHOOL ATTENDANCE, ETC.

Number of children between 5 and 20 years.....	421,322
Increase over preceding year.....	17,087
Number between 8 and 14 years, (subjects of compulsory law).....	131,604
Increase over preceding year.....	6,670
Number attending school in the year.....	307,014
Estimated increase, allowing for defective reports.....	8,606
Number reported enrolled in graded schools.....	113,433
Increase over last year.....	3,342
Per cent. of attendance on total school-enrollment.....	79
Per cent. of increase above the average of ten previous years....	4
Average number of months schools were taught, (decrease from last year, .47).....	7.07

TEACHERS AND TEACHERS' PAY.

Number of male teachers in public schools.....	3,010
Decrease from preceding year.....	25
Number of female teachers in public schools.....	8,940
Increase over preceding year.....	31
Whole number of teachers in public schools.....	11,950

* Report of Hon. D. B. Briggs for that school year. For statistics of 1873-'74, see Table I, at the end of volume.

† Report of 1872-'73.

‡ These are the expressions in the superintendent's report.

Increase over preceding year.....	291
Average monthly pay of male teachers.....	\$51 94
Average monthly pay for female teachers.....	27 13
Increase for males, \$2.83; for females, 41 cents.	

SCHOOL DISTRICTS AND SCHOOL-HOUSES.

Number of school districts in the State.....	5,521
Increase for the year.....	246
Number of school-houses, (stone, 80; brick, 641; frame, 4,246; log, 605).....	5,572
Increase for the year.....	154
Number of children that can be seated.....	399,067
Value of school-houses and lots.....	\$3, 105, 891
Increase of value over preceding year.....	655, 552

ELEMENTARY INSTRUCTION.

THE SCHOOL STATISTICS FOR 1873.*

In this year schools were reported in 70 counties, the whole number of organized counties in the State, while from 7 unorganized ones a few districts made reports. The number of townships and cities from which reports were received was 941, an increase of 32 for the year. The number of school districts reported, 5,521, has its increase of 246 principally in the northern counties, where railroads, oil-wells, and lumbering have much augmented population.

The increase of children between 5 and 20 years of age, 17,087, is 1,748 beyond the average increase for eight preceding years. The number between 8 and 14, and thus subject to compulsory attendance in the schools, was, as may be noticed, 181,604, an increase of 6,670, while the reported school attendance was 307,014, being 125,410 more than the number required by law to attend. This shows a large proportion below 8 and above 14 in attendance; and that, too, although 300 directors, representing 22,000 children, failed to report. Supposing four-fifths of these 22,000 to have attended school, the whole number attendant for the year would be 324,614, an increase of 8,608 upon the year before, though still less, by 4,000, than the proportion of increased attendance that ought to issue from 17,087 increase of school population. This, however, is accounted for by an extraordinary demand for labor during the year, and perhaps may be due also to the fact that the growth of population has been largely in the north and along the lines of new railways, where schools are few.

The number over 5 and under 20 years of age attendant on the schools was 5,854; showing, on one side, eagerness in parents to secure early advantages of education for their children, and, on the other, eagerness in grown youths to share these advantages as long as possible.

Only 53 districts in the State, out of the 5,521, were reported as having no school during the year; only 10 as holding school less than 3 months.

The graded schools reported were 311, an increase of 11 over the preceding year, these including not only schools organized under the "graded and high school law," but all that are in fact graded in their studies and employ two or more teachers in different departments. The number of names in the school census of the districts to which these belong is 166,540, amounting to 39½ per cent. of all the children of school age in the State. The number reported as enrolled in the schools during the year was 113,433. But, as 19 districts, with a school census of 8,675, made no report, a fair proportionate allowance for these districts added to the others would give the whole enrollment in the graded schools 118,616, or 36½ per cent. of the aggregate school enrollment for the State, and considerably more than are required by law to be in attendance.

COUNTY SUPERVISION OF SCHOOLS.

The State superintendent says, in view of the seven years' trial to which county supervision has been subjected, that the friends of elementary education may look back with pleasure on the improvements effected in this period. The healthful and invigorating elements of personal systematic visitation and inspection have secured, he thinks, to common schools an attraction not before possessed. The influence exerted by the superintendents on the promotion of the interests of elementary instruction has been, in most of the counties, highly favorable. By a periodic and careful supervision of the several schools, by frequent visitations, occasional lectures, judicious counsel, and communication of improvements in the methods of teaching and in the general school economy, as well as by composing local differences in respect to school arrangements, they have been enabled to combine dissident elements into a harmonious and efficient whole, to concentrate public opinion in favor of the school system and to diffuse its benefits over a greatly wider field.

* State Report for 1873, pp. 34 and 52, which is the latest received before this goes to press.

Without claiming perfection for the system, as constituted and operated,* there can be, declares Mr. Briggs, no hazard in saying that, so far as its practical results thus far may be taken as a specimen of its powers, it is, as a whole, all things considered, the best system which has yet been devised for securing the desired results of school management and the multiform benefits of public instruction. Reports from the county superintendents during the past year make it apparent that a gradual but very perceptible improvement in the general condition of the schools is in progress; that the standard of qualification for teachers has been advanced; that an increased interest on the subject of education has been manifested; that more enlightened and efficient modes of mental discipline are becoming prevalent; that old prejudices are disappearing; and that the paramount importance of a general diffusion of knowledge is more widely appreciated. All this, he thinks, comes more or less from the labors of the superintendents, and is largely to be credited to them.—(State report, p. 4.)

INCREASE OF SUPERVISION.

In 1867 the reported number of visits paid to schools by the county superintendents was 2,884, by school directors, 7,432. In 1873 the number reported by the former was 6,377 and by the latter 13,571, an increase on the part of the paid officials of nearly three to one and on the part of the unpaid of little less than two to one. This is a ratio greatly beyond the increase of schools, the number of which, judged by the reported school-houses, was 4,622 in the former year and 5,572 in the latter. And as increase of supervision generally stirs teachers to a new activity and goes to improve the quality of the work they do, this is a matter indicative of real progress.—(State report, p. 55.)

ZEAL FOR EDUCATION.

This is shown, not only in the increased amount expended in 1873 for teachers' wages, (which was \$94,843.48 more than the preceding year and \$1,322,842.22 more than in 1858,) not only in the amount paid for building and repairing school-houses, \$597,006.68, but also in the fact that eight school districts in seven sparsely-settled counties of the State have, for the employment of teachers only, taxed themselves \$1,279.50 to educate 52 children, an average of \$24.60 for each child. This amount may not appear a large one at first sight, indeed, is not an uncommon rate per child in densely-populated districts in the East; but when it is remembered that it comes from the pioneers in the edges of the woods; that it is the fruit of painful savings from new farms, and that it is between five and six times the average paid throughout the State for all educational expenses, it may be seen that it evinces no small interest in the training of the little ones. And this, the superintendent says, is but one of many exhibitions of such interest among the people, improved school-houses, better school furniture, and increase of pay to more fully educated teachers being among its fruits.—(State report of 1873, p. 53.)

PRIVATE SCHOOLS.

The number of private schools reported to the superintendent in 1873 was 133; the number of pupils in them, 6,761. He says that the actual numbers here are probably twice as great as those given, and that, if the parochial schools were to report themselves, the list would be likely to be still more largely swelled. The grade of the schools reported is only very slightly indicated. It is to be wished that fuller information with respect to all such schools should come through State reports, as only through the agencies which the States have at their command can anything like a full knowledge of them be obtained, and only with such full knowledge can the actual educational status of the country be determined.—(State report for 1873, p. 64.)

KINDERGÄRTEN.

Four of these interesting schools have been existent in the State in 1874, all under private management: one at Flint, under Miss C. S. Parker; one at Kalamazoo, under Miss M. Conover; one at Detroit, under Auguste Kinze; and one at Grand Rapids, under Miss M. D. Hyde. Miss Peabody's Kindergarten Messenger speaks of another at Detroit. That formerly connected with the Detroit school system has died within the year. Arrangements are said to be in progress for opening another at St. Joseph.—(Special returns to Bureau of Education.)

* Perfection certainly cannot be claimed for it as now operated, when, as in the past year, the superintendent of a county near Detroit could issue to his teachers a circular saying: "Use every effort to bring the schools back to the old landmarks. The common branches only should be taught in the schools that are supported by the public tax. English branches were taught in the schools twenty years ago, and it was illegal to teach any other. It is just as illegal to-day to teach algebra, Latin, &c., in our public schools. * * * * * My influence shall be given to pass a law at the next session of the legislature that will declare the high school unconstitutional, and throw every branch of study out of the common schools except the common branches of education."—Michigan Teacher, March, 1874, p. 113.)

DISTRICT SCHOOL LIBRARIES.

Of these useful adjuncts to the education of the people, 1,099 were existent in 1873, containing 115,331 volumes, 10,434 of which had been added during the year. And this number is additional to 207 township libraries, comprising 49,291 volumes, 4,731 of which had been added since the preceding report. We have thus 164,622 books, selected especially for the use of the school population of the State, now in the hands of this population for its educational advancement.

The total expenditure for these libraries during the year was \$18,835.52; but the condition of the library fund (now derived from fines) is not encouraging, and the superintendent suggests a return to the old system of taxation in the districts for the increase of the means of buying books.

Whether the statistics above given include those of the public library in Detroit, under the care of the city board of education, is not stated. If not, about 23,000 volumes more must be added to the 164,622 said to be within the people's hands under school management.—(State report for 1873, p. 70.)

COMPULSORY SCHOOL LAW.

The act of 1871, requiring parents and guardians to send children of from 8 to 14 years of age to school for at least twelve weeks in each school-year, having been for two years on the statute-book, the State superintendent wished in 1873 to find how far it had increased the attendance in the schools. He accordingly included in his questions to the county superintendents one relating to this matter. The answers go to show that the law has been somewhat in advance of the current public sentiment, and is to a large extent without effect. Thus in thirty-one counties it is reported to be practically null, there having been apparently no effort to enforce it. In nine counties it is thought to have somewhat increased the school attendance from fear that it might be enforced. In three it is believed to have had a decided effect in augmenting the number brought under instruction. In one it is said that there is no need of the law, the great mass of the inhabitants being well aware of the advantages of education. In a few counties no notice is taken of this question, and the silence here, with the general drift of the replies, sufficiently displays either indifference upon the subject or unwillingness to incur the odium attendant on enforcement of the statute. The law, thus unenforced, appears to remain upon the page more as an expression of the judgment of the legislators than as a real corrective of a great evil in the people.

EDUCATION IN THE CONSTITUTION.

The following are some of the educational provisions of the new constitution:

SECTION 1. The superintendent of public instruction shall have the general supervision of public instruction, and his duties shall be prescribed by law;* and he shall be a member, *ex officio*, of the boards of all State educational institutions, including the reform school.†

SEC. 2. The regents of the university and their successors in office shall continue to constitute a body-corporate, by the name and title of The Board of Regents of the University of Michigan. Said board shall consist of the two *ex-officio* members provided for in this article and eight elective members. The terms of office of the elective members shall be eight years, and two of such members shall be elected every second year, at the time of the annual township election, so as to succeed the regents now in office as their several terms expire. Said board of regents shall, as often as necessary, elect a president of the university, who shall be its chief executive officer, and, *ex officio*, a member and president of said board, with the privilege of speaking, but not of voting. The board of regents shall have the general supervision of the university and the direction and control of all expenditures from the university interest fund.

SEC. 3. The State normal school shall continue under the supervision of the State board of education, which shall consist of the superintendent of public instruction, *ex officio*, and three elective members. The terms of office of said elective members shall be six years, and one of said members shall be elected every second year, at the time of the election of governor, and shall enter upon the duties of his office on the first day of January succeeding his election. Said board shall perform such other duties as shall be prescribed by law.

*The last clause of section 1 is new. Section 2 embraces the subject-matter of sections 6, 7, and 8 of the corresponding article of the present constitution. The only controverted point was that relating to the power of the regents in the management of the university and its funds. In this the amended section follows the language of the last sentence of section 8, above referred to. Sections 4 and 5 are new. The insertion of the word "general," before "taxes," section 7, is regarded as noteworthy. Section 10 corresponds to present section 12, and, as it is considerably changed, the last-named section is given entire, for convenience of comparison, as follows:

"SEC. 12. The legislature shall also provide for the establishment of at least one library in each township; and all fines assessed and collected in the several counties for any breach of the penal laws shall be exclusively applied to the support of such libraries."

†The salary of the superintendent is changed by the new constitution from \$1,000 to \$2,000 a year.

SEC. 4. The boards of control of the reform school, the State public school, and of the agricultural college shall be appointed by the governor, by and with the consent of the senate, and their duties shall be prescribed by law.

SEC. 5. Any vacancy that shall occur in any of the boards mentioned in this article shall be filled by appointment by the governor.

SEC. 6. The legislature shall provide a system of primary schools, by which a school shall be maintained in each school district in the State, free of charge for tuition, at least three months in the year. The instruction shall in all cases be conducted in the English language.

SEC. 7. A school shall be maintained in each school district at least three months in each year. Any school district neglecting to maintain such school shall be deprived for the ensuing year of its proportion of the income of the primary school fund and of all funds arising from general taxes for the support of schools.

SEC. 8. The proceeds of all lands that have been or hereafter may be granted by the United States to the State for educational purposes, and the proceeds of all lands or other property given by individuals or appropriated by the State for like purposes, shall be and remain a perpetual fund, the interest and income of which, together with the rents of all such lands as may remain unsold, shall be inviolably appropriated and annually applied to the specific objects of the original gift, grant, or appropriation.

SEC. 9. All lands which have heretofore escheated, or which shall hereafter escheat, to the State, shall inure to the benefit of the primary school fund, and be held and disposed of as primary school lands.

SEC. 10. All moneys belonging to the public, derived from fines, penalties, forfeitures, or recognizances, imposed or taken in the several counties, cities, or townships, for any breach of the penal laws of this State, shall be paid into the county treasury, and apportioned in the same manner as is the income of the primary school fund, and paid over to the several cities and townships of the county in which such money accrued, for the support of a library in each township or city, or for the support of primary schools, as the township board of any township, or board of education or school-board of any city, may determine. But fines, penalties, forfeitures, and recognizances accruing from the violation of village or city ordinances shall be paid into the treasury of the village or city where the same are collected, and be applied as the board of education or school board of such village or city may determine.

SEC. 11. Institutions for the benefit of those inhabitants who are deaf, dumb, blind, or insane shall always be fostered and supported.

CITY SCHOOL SYSTEMS.

DETROIT,

With a board of education and city superintendent, reports for 1874 an estimated population of 102,000; children of school age, 33,772; enrollment in public schools, 12,983; in private and parochial schools, 4,000; an average daily attendance of 8,611 in the public schools; 200 school-days in the year and 195 in which the schools were actually taught; school property amounting to \$664,635; 106 primary school rooms, 41 grammar school rooms, 10 high school rooms, and 10,694 sittings for study. The number of teachers in 1874 was 205, of whom only 7 were males; the wages of teachers, from \$300 up to \$2,000 per annum; salary of superintendent, \$3,000. Special teachers are employed only for music and penmanship. The receipts for school purposes were, for the year, \$262,609; the expenditures, \$210,609.—(Special report of Superintendent Duane Doty.)

ANN ARBOR,

The seat of the State University, has a board of education of 9 members, with a city superintendent. Its schools are primary, grammar, and high. Population of the city, 7,200; children of school age, 2,258; enrolled in public schools, 1,770; in private schools, 350, besides 225 non-resident pupils. Teachers in public schools, 35, of whom 5 were men and 30 women; average salary of male teachers, \$1,120; of female, \$400. Penmanship, drawing, and music are each under the direction of a special teacher. Drawing has been a subject of particular attention, for the present only in the form of free-hand outline drawing, but to be followed by perspective and shading as the classes advance.

The high school here is the pride of the place, being the chief preparatory school for the university. It has five courses: a classical, a Latin, a scientific, an English, and a commercial course; the first four, of four years each, arranged with reference to the preparation required for the corresponding courses of the university; the other, to prepare for business pursuits. The attendance for the session of 1873-'74 was 350; the receipts from tuition-fees of non-residents, \$3,890, being \$558 in excess of any previous year.—(Report of Superintendent W. S. Perry.)

LANSING,

The State capital, with a school census of 1,823, reports an enrollment in its schools of 1,584 pupils; a per cent. of 88.2 on the census. Average daily attendance, 905; teachers, 27. Special attention has been given to writing and drawing, with satisfactory results.—(Report of Superintendent Brokaw.)

EAST SAGINAW.

Population, 17,086; children of school age, 4,995; reports 3,086 enrolled in public schools; in private, 300; average daily attendance in both, 2,234; days that schools were taught, 194½; school-buildings, public and private, 12; school-rooms, 45; sittings for study, 2,919; teachers, 49, of whom 2, for drawing and penmanship, were special; wages of teachers, \$400 to \$1,100; of superintendent, \$3,000; valuation of school property, \$179,299; receipts for schools, \$70,765.—(Special report of Superintendent H. S. Tarbell.)

GRAND RAPIDS.

With a population of 28,000, reports 7,961 of school age, 4,819 enrolled in public schools, and 2,702 in average daily attendance, besides 589 in private schools. Valuation of school property, \$333,000; number of public school buildings, 12; of private, 7; sittings for study in both, 4,850; number of public school teachers 69; of private, 15; wages of teachers, \$400 to \$2,500; of superintendent, \$2,250; school receipts, \$107,728.41; expenditures, \$79,350.25.

Music has been taught here with encouraging success. Drawing is attended to in all the grades above the primary, and even in some of these. Botany enters into the course of the grammar and intermediate schools, and is prosecuted with enthusiasm through both specimen teaching and text-books.—(Special report of Superintendent A. J. Daniels.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

The most important fountain of supply for the teaching force of Michigan is the State Normal School at Ypsilanti, on the Michigan Central Railroad. This, at the close of 1873, had 329 normal pupils under instruction, besides 166 in its school of observation and practice, making an entire enrollment of 495.—(State report for 1873, p. 11.) The aggregate enrollment given in the catalogue for the session of 1873-'74 is 486; those in the common school course numbering 222: those in the full English course 35, those in languages 99, in selected studies 8, in the practice department 122. The graduates in the summer of 1873 were 45; in that of 1874, only 21—the two bringing up the list of graduates from the beginning to 486. The greater part of these, having entered on the work for which they were trained, have made a valuable addition to the corps of teachers in the public schools. But even this supply proves quite inadequate to a meeting of the continual demand. Nor is this met by even the large number who take only a partial course, and leave to enter upon teaching at the expiration of the first or second year. The growth of population, the consequent establishment of numerous new schools, the retirement or death of teachers, call annually for several hundred fresh instructors to keep the children in 5,500 school districts well at work.

Other sources of supply have hence to be relied on. To some extent these are found in the colleges and high schools. In the report for Benzie County, Grand Traverse College, at Benzonia, is said to be "doing excellent service in preparing teachers."—(State report, p. 110.) In that part for Calhoun County it is stated that classes for the special instruction of students looking to teaching are annually formed at Olivet and Hillsdale Colleges, (State report, pp. 115, 265,) to which Adrian may be also added; and in several counties reference is made to the supply of teachers coming from the high schools. Of course many of these last need fuller instruction for the successful prosecution of their work; but this is to a considerable extent afforded in the State and county teachers' institutes. The former, held at various localities throughout the State, under the direction of the State superintendent, but with assistance from experienced instructors, and the latter, held at some convenient center in the county by its superintendent, often with like assistance, are substantially normal schools in open session. They treat of such themes as the mode of organizing schools, of hearing recitations, of properly governing and managing the children, and of either drawing out, by questioning, the information they possess, or of letting speech drop as the dew in the instillation of it. They thus supplement the instruction gotten in the high schools and afford to inexperienced teachers an opportunity for improvement in the science of their profession.*

* The number of State institutes noted for the year included in the State report was 7, with an attendance of 705. In eighteen years there have been held 198, with an aggregate attendance of 20,734, at a cost to the State of \$22,300—a most economical expenditure for the securing of so great a good as a body of well-trained teachers.

UNIVERSITY-NORMAL DEPARTMENT.

As one means further for giving to the schools a fair supply of properly-trained teachers, the State superintendent, in his report for 1873, suggested the establishment of a normal department in the university. This was favorably considered, and in the spring of 1874 the president announced the beginning of normal instruction in the institution. On application to the professors in the various chairs of the department, students desirous of such instruction are to be furnished with topics and probably referred to text-books in the particular studies to be attended to. These they must investigate and be examined on; and, if the examination prove them to be well up in the subjects which a teacher needs to understand, a certificate to that effect, signed by the professors and president, will be given.—(Michigan Teacher, April, 1874, p. 150.) This is substantially the opening of a new normal school, and it is hoped may prove a valuable aid in the preparation of a well-trained corps of teachers. It has the disadvantage of being only a few miles from the existing school; but that may be counterbalanced by its drawing from the trained students in the university instead of from the raw material throughout the State.

A CENTRAL NORMAL SCHOOL.

A central normal school at Leoni, Jackson County, not referred to in the State report, is spoken of in the Michigan Teacher for September, 1874, as opening its session September 1, and appearing to be "already on a good and probably permanent foundation," in occupation of "the college buildings" at the place.

EDUCATIONAL JOURNAL.

A newspaper for teachers is among the most useful of the agencies for training them to proper methods of instruction, as well as for furnishing the educational information of the current time. The Michigan Teacher, published at Niles, under the editorship of H. A. Ford, has occupied this position for the teachers of the State, discussing temperately the educational questions of the day and giving in its monthly issues several columns of educational intelligence.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Out of 311 graded or union schools reported to the superintendent by township inspectors, 144 are presented as replying to a circular issued by him, inquiring as to their organization, corps of teachers, departments of study, condition of school-building, &c. Of these 144 there are 84 that report high school departments, with an aggregate of 5,642 pupils and 303 graduates at the close of the school-year 1872-'73. What proportion of the graduates had completed an English, a scientific, or a classical course is not indicated, (State report, pp. 24-33,) nor are the studies included in these courses shown.

In some special reports quoted by Mr. Briggs from published circulars of the principal high schools a little fuller information as to the studies in these schools is given. At Grand Rapids, for instance, "the courses of study for the high schools have been so changed as to occupy three years in completion." At Marshall "the courses of study in the high schools are three, viz, the English, Latin, and classical." These courses are arranged to accommodate students who intend to pursue simply a high school course of study or to prepare for an advanced collegiate course. At Owosso, "for the high school a liberal course of study is provided, embracing the classics, higher mathematics, modern languages, and the sciences." At Pontiac "the high school courses are now the classical, Latin-scientific, and scientific, the completion of any one of which fits for a correspondent course in the State University."—(State Report, pp. 330, 334, 345, 349.)

Of the graduations in the high schools for 1874, some accounts are furnished in the Michigan Teacher for July and August, *e. g.*: "At Ann Arbor, June 19, the graduating class, composed of 66 members, was the largest and one of the best in point of scholarship which the school has ever graduated. Thirty-five of them, including 8 young ladies, enter the university." "At Kalamazoo, June 26, were 10 graduates, all ladies. At Niles, the same evening, were 4 graduates. At St. Joseph, June 17, the first graduating class numbered 5." "At Flint, 6 graduated, after examination by two university professors, and will be admitted to the university without further examination." "Commencement of Detroit High School, June 26, with 53 graduates, the largest class graduated there. It included 4 colored persons, the first from this school, one of whom will enter the university." "At Lansing, 5 graduates; Jackson, 18; Grand Rapids, 12; Ionia, 3; Three Rivers, 8; Sturgis, 4; Vassar, 5; Pontiac, 12; Grass Lake, 10."

*A correspondent of The Detroit Post says of this Ann Arbor school: "The standard of scholarship has been raised each year to meet the requirements of preparation for the university, and yet the work accomplished by successive classes has been better and more thorough."

CONNECTION OF HIGH SCHOOLS WITH THE UNIVERSITY.

The arrangement by which high schools that desire a recognition from the university should be visited and examined by a committee of the faculty, and, if approved, have their graduates admitted to the university without further examination, continues still in operation, and seems to meet with general approval. In a communication to The Nation, of October 22, 1874, Prof. Adams speaks of it as "in successful operation." Discussing it at some length, he says:

"The method of procedure has been substantially as follows: Whenever an invitation of any school board reaches the faculty, a committee of two or three persons is appointed to visit the school from which the invitation has come. Usually one day is devoted to the examination, which is as much an examination of teachers and methods of teaching as of pupils desiring to enter the university. The lower classes, as well as the higher, are examined, and the impressions of the committee are freely communicated to the teachers and the school board. On the report of the committee to the faculty, the school is accepted or rejected, as the nature of the report seems to demand. In case it is necessary to reject a school, care is always taken to point out, in the final report of the faculty to the school board, the grounds of such necessity and to suggest such changes as may, for any reason, appear to be desirable. That the plan is energetically carried out may be inferred from the fact that no year has passed without the rejection of one or more schools, and that, in one instance, such rejection was the lot of one of the largest schools in the State.

"The influence of this system of examination is to be considered from two points of view, in reference to its effect upon the university and in reference to its effect upon the schools.

"In regard to the former there has been, and perhaps there still is, some difference of opinion. It is not altogether certain that the grade of scholarship of those admitted on diploma, taken as a whole, is quite equal to what it would be if the same applicants had been collectively subjected to the sifting process of a rigid examination at the time of admission. It should be remarked, however, that even if it occasionally does happen that one who, under the old system, would have been rejected or conditioned now finds his way into the freshman class, the disadvantage arising from such a fact is more than counterbalanced by the general uniformity of scholarship that is found to have been secured. Moreover, when the student is once within the university, his diploma affords him no protection. He is liable to fall out, (as indeed several have done,) as the result of the term-examinations. Another advantage has been found to accrue from the fact that the grade of scholarship attained by the best high schools in Michigan affords a convenient standard to be used in the examination of applicants from other schools. That this standard is as high as the general condition of the schools will warrant may be fairly inferred from the fact that, in the present year, of the whole number of applicants for admission to the freshman class on examination, about 33 per cent. were rejected outright, and that a considerable majority of the others were admitted under more or less heavy conditions.

"But it is upon the preparatory schools that the good results of the system are most noticeable. The elevating effect of such an organic connection with the university is now, I believe, universally acknowledged. It is difficult to see how this influence can fail in the future to be very considerable. It is already felt by both teachers and pupils. I am not aware that faith in the success of the method has, in a single instance, been abandoned. On the contrary, it has several times occurred that prominent teachers have declared themselves thoroughly converted to the scheme, after having looked upon it at first with suspicion or even with positive and outspoken disfavor."

Coincident with this testimony is that of another professor, quoted by Prof. S. R. Winchell in the Wisconsin Journal of Education for August, 1874. He says that, in all, 115 students have been received into the freshman class upon this basis, and that, while "a careful watch has been kept upon the record of such students, as yet no discrimination can be made against them, as compared with those admitted upon examination." "Such," adds he, "being the result while we are organizing the system and the schools and getting into working condition under it, I think we have every reason to expect that within a comparatively short time it will be found that, in uniformity, in thoroughness, and in extent of preparation, this class of students [coming from the high schools] will excel."

JUDICIAL CONFIRMATION OF THE STATUS OF HIGH SCHOOLS.

In a test case brought by certain citizens of Kalamazoo before the circuit court in 1874, the right of a school board to establish and maintain a high school as part of the public school system of the State was brought in question. It was argued by the complainants against this right that the law evidently contemplated only primary instruction in the elements of English studies in the free schools; that the introduction of a high school, with a curriculum embracing languages and higher mathematics, was

going beyond the law; and that, consequently, the imposition of taxes for the support of such a school was a thing which might be legally resisted by the people. The court, however, ruled that the provision of the law for establishing primary schools did not forbid the establishment of other schools; that the enumeration of the studies in which a teacher was to be examined was only the statement of a minimum qualification, not a discouragement from going on to more beyond; that the legal direction, "all instruction shall be in the English language," must be held to refer to the medium for communicating knowledge, not to the language which must form the subject of such communication; that hence the teaching of Greek, Latin, German, French, &c., was not excluded; that, as the school in question came thus fairly within the provided system of public schools, it might, like others, be sustained by a reasonable district taxation.

This settles, for Michigan at least, the legality of public high schools, free to all residents of the districts where they exist, when these residents are of the prescribed school age. And as the authority of judicial rulings goes substantially for law till reversed by higher courts—of which last there is no prospect in this case—it may be supposed that the status of the high school is settled for the States at large.

BUSINESS COLLEGES.

Of these useful institutions, 13 report for 1874 a total of 32 instructors and 1,506 students, of whom 196 are females. Their courses are from 4 months to 2 years. Three possess libraries of 150 to 500 volumes. One of them, the Mayhew Business College, Detroit, conducted by Hon. Ira Mayhew, formerly State superintendent of public instruction, deserves especial mention, from the fact that a State school commission concludes a report of a visit to it with the words: "We cannot speak in too high terms of commendation of this institution. Young men desiring a business education will find the advantages here offered the most perfect possible."

SUPERIOR INSTRUCTION.

UNIVERSITY OF MICHIGAN, ANN ARBOR.

New building, (State report, p. 203.)—The university has had during the past year the great comfort and advantage of the use of the new university hall, completed and dedicated in the autumn of 1873, and containing ample recitation-rooms, lecture-rooms, a new chapel 54 by 80 feet, in which 550 persons can be comfortably seated, and a grand auditorium 80 by 128 feet, meant for commencements and other general exercises, and capable of seating 3,400 people.

Changes in faculty, (Michigan Teacher, 1874, pp. 188, 223, 307, and 383.)—In the law-school Prof. Walker, 1874, received leave of absence for a year to enable him to complete a History of the Northwest, Hon. William P. Wells, of Detroit, lecturing during his period of retirement. In the medical department Dr. Edward M. Donester succeeded Dr. Sager, professor of obstetrics, resigned. In the college Rev. Moses Coit Tyler resumed his former place of professor of English language and literature; Mr. C. N. Jones, of Oberlin, became instructor in mathematics, vice J. L. Kilpatrick, resigned, and Mr. Corwin assistant in the museum.

Prof. Watson went to Pekin, China, on the Government staff for observing the transit of Venus, having first signalized himself by the discovery of two new asteroids at the university observatory, additional to fifteen previously discovered there. One of his first reports from Pekin was that he had discovered still another.

Changes in requirements for admission, (University Calendar for 1873-74.)—Besides the additional studies noted in the Bureau Report for 1873, and meant to secure a better knowledge of English, a greater readiness in Latin translation, and a fuller acquaintance with Greek history, the candidates for the Latin and scientific course are called to prepare themselves upon Fасquelle's or Otto's French Grammar, seventy-five pages of Bocher's or Otto's French Reader, or their equivalent, and Hennequin's New Treatise on the French Verbs. Candidates for the classical course are recommended also to take a year of French before entering.

Change of Latin pronunciation, (University Calendar for 1873-74.)—The Roman pronunciation of Latin has been adopted, based upon the investigations of Corssen and other eminent philologists, and now employed in its essential features, in the universities and leading schools of England, and in Harvard, Cornell, and other institutions in this country.

Modification of undergraduate course, (Report of president to regents, October 9, 1874.)—The most important change made in the undergraduate course for 1874 was the opening of almost all the studies of the senior year to election. Both students and instructors have found advantage in this change, the former entering with greater zest into studies which they themselves had chosen and the latter being able to introduce better methods of instruction into classes formed by natural selection. Lectures to those intending to engage in teaching are among the improvements made.

With the three lower classes the old rule still holds. Students, on entering, may choose out of several courses which they will pursue; but, having chosen, are held to the course selected till the senior year, when the liberty of further selection above noticed may be exercised.

Upholding of standard. (Report of president to regents, October 9, 1874, and Michigan Teacher for March, 1874, p. 111.)—Those who cannot carry out the work of the first three years respectably are first "conditioned," and after a reasonable time, if not up to the proper mark, are dropped out of their class, a high standard of scholarship being held of greater consequence than a large number of students. Thus, as the result of the examinations at the close of the first half year of 1873-'74, no less than 6 seniors, 52 juniors, 20 sophomores, and 70 freshmen were conditioned, and 21 not passed.

Maintenance of discipline.—In consequence of indulging in that shameful relic of ancient barbarism, hazing, six students of the lower classes were suspended in the spring of 1874. A number of their classmates, after a procession in glorification of the suspended ones, sent the faculty written confessions of their complicity in this hazing, probably supposing that the professors would be thus intimidated. They, however, stood firm in their maintenance of discipline and, after a reasonable opportunity had been afforded for a withdrawal of the signatures or other evidence of regret for the offense, suspended 39 sophomores and 42 freshmen for the transgression, which had been acknowledged, and "for conduct which was practically an interference with the government of the university." This action of the faculty has been sustained, not only by the press of Michigan, but by the leading journals of the United States, (Michigan Teacher, June, 1874, p. 227.) One influential paper (the New York Tribune) said, not unduly: "It is sentimental nonsense, gathered from English novels, to say that it makes a boy manly to be kicked and cuffed by his elders. If a man kept only the company of ladies and gentlemen from his cradle to his grave, he would be all the better for it. This is, unfortunately, impossible; but it is the duty of teachers to see that while a youth remains at school he shall witness as little of the brutalities of life as is consistent with the conditions of human existence. It is not alone in the interest of the victims of hazing that it should be put down with a strong hand. It is the best thing that can be done for the rough hobbledehoys themselves, who consider it a pleasure and privilege to bully the youngsters, to show them that if they act like ruffians and blackguards they will be punished for it." Happily, in this case, most of the suspended ones, on sober second thought, repented, apologized, and found re-admission to their classes at the opening of the next term.

General good order.—Notwithstanding this instance of outbreak and a momentary threatening of another, from the interference of policemen with a set of rompers at their sports, the general behavior of the students is said to have been remarkably good during the year. The steward of the university reported that less than \$3 had to be expended during the session of 1873-'74 for damages done through malice or carelessness by all the 1,112 students connected with the institution—a fact which some are inclined to attribute to the mollifying influence of the presence of females in the classes.

The lady students.—The president, in his report to the regents, October 8, 1874, takes occasion to repeat in substance what he had said the year before, that, as respected the physiological argument against women's success in college study, he doubted whether an equal number of young women in any other pursuit in life had been in better health during the year than those that had for that time been in the university. The number of these for the year then opening (1874-'75) was 95, of whom 5 were in the law department, 38 in the medical, and 51 in the literary. One is a Russian lady who has already studied at St. Petersburg and Paris, and comes to the United States to complete her medical education. Of the graduates in 1874, 8 were ladies, and 3 of these had such rank as to be appointed speakers at the commencement exercises.

Degrees conferred in 1874.—The range of studies is shown to some extent by the degrees bestowed. These were: pharmaceutical chemist, 20; civil engineer, 14; bachelor of science, 13; bachelor of philosophy, 12; bachelor of arts, 35; bachelor of law, 126; doctor of medicine, 71; master of science, in course, 2; master of arts, in course, 18, on examination, 2; master of arts and doctor of laws, honorary, 1 each. Total of regular degrees, 313; of honorary, 2. Hereafter the degrees of M. A., M. Ph., and M. Sc. are to be conferred on bachelors in these lines who shall, on examination, show special proficiency in literary or scientific studies and who shall present a satisfactory thesis to the faculty. Ph. D. can only be had by residence and satisfactory work at the university for at least two years.

Admissions for 1874-'75.—At the opening of the literary department in September, 118 were admitted to the freshman class out of 143 applicants. Sixty of those received entered on high school diplomas, of whom 33 were from the Ann Arbor school. As above noted, most of the suspended freshmen and sophomores of the last term re-entered their classes on satisfactory acknowledgments of their offense; and at the opening of the law and medical departments, October 1, the former counted 300 students; the latter, 346. What proportion of these enter for the first time is not indicated.

Improvements.—An addition has been made to the laboratory, 93 by 30 feet, giving

accommodations for 100 more students, all which places have been filled. The museum has been increased by 8,503 specimens; the gallery of fine arts, by 2 fine casts and 90 medals; the college library, by an addition of 692 volumes, and \$1,900 has been expended to purchase books for the law library.

ADRIAN COLLEGE, ADRIAN.*

Methodist; is at the county-seat of Lenawee County, on the Michigan Southern Railroad; receives ladies as well as gentlemen; has, besides its president, a lady principal; and in its preparatory and collegiate departments, its elective class and its schools of music, drawing and painting, counted 96 ladies against 83 gentlemen students in 1873. It graduated in 1874 five bachelors of science and one bachelor of arts, and made one honorary doctor of divinity; has two courses of instruction, classical and scientific, a school of theology, and a normal class.

ALBION COLLEGE, ALBION.

Methodist Episcopal; on the Michigan Central Railroad; claims a pleasant and healthful position, with grounds beautiful by nature and under processes of improvement which are meant to make them "among the most attractive college surroundings in the West." Ladies find admission here also, and get board, with furnished rooms, fuel, lights, and washing, at the low rate of \$4.50 to \$5 per week. Five ladies were among the graduates of 1873, and to them, as to others, there lie open four courses in the collegiate department, a classical, a scientific, a Greek and scientific, and a Latin and scientific, the first leading to the degree of bachelor of arts, the second to that of bachelor of science, and either of the others to that of bachelor of philosophy. This college has an art school, in which instruction is given in outline-drawing, linear and aerial perspective, oil painting, and modeling; and also a music school, in which are taught harmony, vocal music, and music on the piano and organ. According to The Michigan Teacher of May and July, its classes for 1873-74 exceeded by 20 per cent. those of 1872-73, rising from 373 to 421 during the year, while a wave of strong religious influence brought into connection with the church a large proportion of the students.

HILLSDALE COLLEGE, HILLSDALE.

Free-Will Baptist; at the junction of the Michigan Southern and Detroit, Hillsdale and Indiana Railroads; is near the center of the southern portion of the State; receives ladies as well as gentlemen, and has a preparatory, a collegiate, a theological, a commercial, a musical, and an art department. These contained, in 1873-74, a total of 638 students, of whom 225 were ladies. It graduated, in the summer of 1874, a class of 24: academical, 1; classical, 10; scientific, 13. Of the 24 graduates, 9 were ladies.

This college had the apparent misfortune to lose by fire, March 5, 1874, its central building and west hall; but, by the energetic efforts of its officers and friends, the loss sustained has been more than repaired by the erection of new and superior buildings at a cost of \$100,000.

HOPE COLLEGE, HOLLAND CITY.

Reformed; is in the western portion of the State; has preparatory, collegiate, and theological departments, and has been mainly engaged in preparing students for the sacred ministry. In 1873 it graduated 5 students from the preparatory department, 6 from the collegiate, and 4 from the theological. In the preparatory, lady students are enumerated, but do not appear beyond it.

KALAMAZOO COLLEGE, KALAMAZOO.

Baptist; on the Michigan Central Railroad; presents a classical, a Latin-scientific, and a scientific course, each extending through four years. The first includes the Latin and Greek languages and all the studies usually pursued in colleges. The second includes every study in the classical course except Greek. The third omits both Latin and Greek. Number of students in 1873, 249: males, 141; females, 108. In college classes, 34. Whole number at the close of 1873-74, 153. Graduates at that time, 6: 2 B. A.; 2 B. S.; 2 Ph. B., with 6 A. M., 1 M. P., and 1 honorary D. D. A musical and art department appear.

OLIVET COLLEGE, OLIVET.

Congregational and Presbyterian; is in Eaton County, not far from the State capital; its special location, a pleasant and healthy village, which, in its quietness and seclusion, affords exemption from many of the temptations which beset institutions of learning in large towns. Like the others, it is open to both sexes. In the collegiate department there exist a classical, a scientific, and a ladies' course, outside of which a few ladies pursue selected studies. Music, both vocal and instrumental, is attended to. Moral and religious culture is made one of the promi-

* All that relates to these colleges is from college calendars, direct reports to Bureau, State report, and The Michigan Teacher.

nent aims, and the acting president, reporting to the State superintendent in 1873, said that in the youth here gathered there had occurred no case of disobedience requiring severe discipline. In the summer of 1874 the number of students, collegiate and preparatory, was in the neighborhood of 300. At the commencement, five received the degree of bachelor of science, four the diploma of graduation in the ladies' course, three became masters of arts in course, one was made honorary M. A. and one honorary D. D. The friends of the college raised for it in 1874 upwards of \$100,000 for a permanent endowment.

Two other colleges have had their foundations laid—Grand Traverse, at Benzonia, near the center of Benzie County, and the college of the Seventh-Day Baptists, at Battle Creek, Calhoun County—but their arrangements are yet too inchoate for full report.

COLLEGES FOR WOMEN.

Two of these, the Michigan Female Seminary, at Kalamazoo, and the Young Ladies' Collegiate Institute, at Monroe, the latter authorized to confer degrees, report for 1874: Instructors, 18; preparatory students, 29; regular collegiate, 136; partial, 19; post-graduate, 17. Music—vocal and instrumental—drawing, painting, French, and German are taught in both. Each has a library of about five hundred volumes; each a gymnasium; the former a chemical laboratory and philosophical apparatus, the latter a museum of natural history.

Statistics of a university and colleges, 1874.

Names of university and colleges.	Corps of instruction.	Number of students.		Property, income, &c.						Number of volumes in library.	
		Endowed professorships.		Preparatory.	Collegiate.	Value of grounds, build- ings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.		Receipts for the last year from State appropriation.	Aggregate amount of scholarship-funds.
Adrian College.....	17	1	55	68	\$137,000	\$80,000	\$6,029	\$587	.....	.....	2850
Albion College *	7	....	113	34	83,335	128,635	8,221	.....	.....	\$0	1,500
Battle Creek College ..	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Grand Traverse College ..	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hillsdale College	18	6	212	136	*120,000	*100,000	*10,000	.....	.....	0	4,000
Hope College	9	0	72	21	30,000	60,000	4,000	0	\$0	0	1,300
Kalamazoo College.....	10	1	144	25	100,000	81,000	7,500	1,984	0	18,000	23,475
Olivet College	19	4	200	657	92,200	121,187	8,500	2,271	0	9,000	25,300
University of Michigan	31	0	0	476	.....	.....	32,014	20,210	23,550	.....	22,500

* From report of Commissioner of Education for 1873.

a Includes society libraries.

b Also 67 in "ladies' course."

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

STATE AGRICULTURAL COLLEGE, LANSING.

This important institution, supported partly from the proceeds of the congressional land grant and partly by appropriations from the State, has improved its grounds by grading, sewerage, and laying out of drives, its buildings by changes and repairs in the college-hall, by the completion of a green-house, and the erection of a president's and two professor's houses, and its farm-facilities by a windmill for supplying water to the barns and stock and by additional farming implements. Besides, it reports that the library, museum, and indoor-apparatus have received important additions. Tuition in it has been made entirely free, not only to students from the State, but also from other States. The exhibition by this college of native and foreign grasses, to the number of 112 species, is said to have been one of the most interesting features of the State fair of 1874; and Prof. Miles reports that, "with the improved condition of the farm, the educational features of the labor system have been more fully developed, while the students take a deeper interest in the system of management as they witness the results of their labor in the crops produced. The experience of the past year in this department, both in field and class-room, has furnished good evidence of the advantage of combining labor and study in a system of industrial education."

Three hours each day are given to labor, under the direction of the professors, and four hours to the exercises of the class-room. The course of study discards the ancient languages, but includes French, English literature, rhetoric, logic, mathematics, moral philosophy, political economy, the natural sciences, civil engineering, agriculture, horticulture, and landscape-gardening.—(From the State report, returns for 1874, and Michigan Teacher.)

Statistics of schools for scientific and professional instruction.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	
SCHOOL OF SCIENCE.									
Michigan State Agricultural College ..	7	....	121	4	\$231, 206	\$214, 875	\$15, 041	a\$28, 602	53,546
SCHOOLS OF THEOLOGY.									
Theological department of Adrian College.	1	1	24	3	.....	20, 000	1, 800	.....	.....
Theological department of Hillsdale College.	6	....	23	3	.....	.....	.....	.....	.....
SCHOOL OF LAW.									
University of Michigan, (law department.)	4	....	316	2	.....	.....	.....	.....	3, 000
SCHOOLS OF MEDICINE.									
Detroit Medical College	15	....	81	3	20, 000	.....	.....	3, 318	.....
Medical department of University of Michigan.	10	....	314	3	50, 000	.....	.....	12, 000	1, 500
School of Pharmacy, University of Michigan.*	8	....	68	2	.....	.....	.....	.....	.....

a From State appropriation.

b Includes society libraries.

*From Report of the Commissioner of Education for 1873.

SPECIAL INSTRUCTION.

THE STATE PUBLIC SCHOOL, COLDWATER.

One of the most interesting features of special education in Michigan is the effort to elevate the dependent children from the poor-houses by means of the above institution. This effort was inaugurated in 1871 by a State appropriation of \$30,000 and the appointment of three commissioners, who should have in charge the selection of a site and the erection of the proper buildings. It was furthered by the offer from the town of Coldwater of a site of 20 acres and a contribution of \$25,000 towards the buildings, as well as by an additional appropriation of \$38,000 from the legislature in 1873. And it has been carried forward under the eye of the commissioners, by the erection of a handsome central building, with a large, completed wing, for school-rooms, office, and residence of superintendent, and rooms for employes, and by placing behind this, and on either side, cottages for the home residence of the children. These were open to occupancy May 18, 1874, and almost immediately filled with nearly 200 children from the poor-houses of the State. Prof. Truesdell, late superintendent of schools at Flint, has been put in charge as superintendent, and Mrs. E. A. Hall, of Detroit, as matron; six ladies, selected for their special fitness and experience in such work, have been made cottage-managers, each with from 30 to 40 children under her care; while three lady teachers and a steward complete the corps of officers. The aim is to give the children a fair elementary education in the school, to train them to home life and home industries, under the influence of the lady managers in the cottages, and in due time to find homes for them in respectable families throughout the State. The hope is that under this judicious system a multitude of children may be saved from the degradation almost sure to come from habitual association with a pauper class, and be elevated to a condition of usefulness and respectability.—(State report for 1873.)

STATE REFORM SCHOOL, LANSING.

This school, dealing with a different class of children from the former, aims to save to society and the State children that are on the first steps of the descent towards a life of crime and degradation. The State Public School is for those who, without it, would have to be young inmates of the poor-houses; the State Reform School for those who, without it, would be too likely to be inmates of the jails. Boys that have been convicted of serious offenses against law, from depraved courses and associations, are received into the reform school, and subjected to such training, intellectual and industrial, moral, social, and religious, as may reclaim, reform, and elevate them. The report of 1874 states that 232 such were in the institution at the beginning of the school year; 109 were added during the year—making 331; while 83 were dismissed; leaving 243. Of those received during the year, 12 did not know the alphabet; 1 knew only that; 4 could spell easy words and read in primer, and the remainder could read in different degrees; 42 knew nothing of arithmetic; 5 had only learned to count; 51 knew intellectual arithmetic and 11 knew something of practical arithmetic through fractions; 54 could not write; 36 could only form letters; 14 could write legibly, and 5 write well. Of those dismissed, all could read; 32 could write well, 39 write legibly, 9 could form words, 1 form letters, and only 7 not write at all; 22 had studied primary arithmetic, 42 intermediate, 14 complete, and 10 practical. All have had such industrial instruction as to put them in the way to self-support, their labor in the school returning to the institution \$9,500, besides considerable farm and garden produce. The family system is being tried with good results, two family houses being occupied by 70 boys, with advantages in respect to comfort and home influence that could not be secured in the main building and yard. The issues from this system have been so encouraging, that another kindred house is called for, with such alteration of a wing of the main building as will practically make a fourth. With such appliances and with kindly, faithful training, it is hoped that good citizens may in many instances be made of boys that might otherwise be mere jail-birds.—(State report for 1873.)

MICHIGAN INSTITUTION FOR DEAF, DUMB, AND BLIND.

The report for 1873-'74 represents the encouraging facts that the health of the pupils has been good for the period covered, and that the number, 191, has been greater than at any previous time. It had risen to 200 at the date of the report.

A principal, steward, matron, assistant matron, eight teachers in the deaf-mute department, three in the blind department, six in the industrial, and some minor assistants, with a physician, form the staff of the establishment.

To the deaf mutes, the ordinary branches of a good English education are imparted, with instruction in their own special alphabet; to the blind, a kindred training, with vocal and instrumental music; and to all, such industrial occupations as may enable them, after leaving school, to sustain themselves respectably, without becoming burdens to either the public or their friends. The occupations taught are cabinet-making, shoe-making, basket-making, and printing.

EDUCATIONAL CONVENTIONS.

THE STATE ASSOCIATION OF COUNTY SUPERINTENDENTS.

This body met in annual session at Grand Rapids, August 26 and 27, 1874. Twenty three superintendents out of 56 were present, besides State Superintendent Briggs and ex-Superintendent Botsford. Papers were read by Superintendent Edson, of Oceana, on "The wants of our schools;" by Hall, of Kalamazoo, on the question "How can district schools be graded?" by Walker, of Lenawee, on "The efficiency of the superintendency system;" by Palmer, of Mecosta, on "The culture needed in our district schools;" by Steele, of Leelenaw, on "The responsible relations of teachers;" by Carpenter, of Newaygo, on "Writing in district schools;" by Linsley, of Allegan, on "The relation of text-books to school instruction;" and by ex-Superintendent Botsford on "The county superintendent and what is due him." Addresses were delivered in the evening by State Superintendent Briggs and Mr. Strong, of Grand Rapids, the subjects of which are not reported. It may be noticed that a large proportion of the papers related to the superintendency, of which this association is composed, and to the improvement of the district schools, with which the county superintendents are brought especially in contact.—(Michigan Teacher, September, 1874, p. 343.)

CITY SUPERINTENDENTS' MEETING.

With a view to better harmonizing of the educational work in the several city systems, a meeting of the school superintendents in the larger cities was held at East Saginaw, September 17 and 18, 1874. The subjects of special discussion were graded school management and the relations of high schools to the university. The work of city superintendents was also gone over, and an agreement was reached to reduce all courses of study in city public schools to 12 years as soon as practicable.—(Special report to Bureau of Education.)

STATE TEACHERS' ASSOCIATION.

The session of this important association for 1873 was held in the lecture-room of the law department of the State University, at Ann Arbor, on Tuesday and Wednesday, December 30 and 31. Such interesting topics as "The old and new in education," "Systematic resting," "Normal departments in high schools," "Advance in education," "Zoölogy in schools," "Educational hinderances," "The teaching of common things," and "What shall we demand of our colleges?" engaged the attention of the meeting, and appear to have been well discussed.

The first topic, "The old and new in education," was introduced on Tuesday morning, by Prof. W. H. Payne, of Adrian, who said that the law of progress pervades all nature; that in society there is a steady tendency towards higher types of organization, and that in teaching there must be an effort to rise above empiricism and reach settled principles of scientific prevision. Referring to the old dominance of the classic languages in systems of instruction, he said that it was as absurd to ask whether this ancient classic system should be dominant in our schools as to ask if the institutions of the Middle Ages are fit to promote the progress of the nineteenth century. On the other hand, he confessed that the extreme scientific system advances pretensions almost as exclusive, and went on to urge a proper harmonizing of these claims, and an instruction of children by analysis, synthesis, and induction. He closed with a strong eulogy of Webb's word-method system in learning to read, and said that the name of Webb should be held in grateful remembrance by all teachers.

Mr. Daniels, of Grand Rapids, admitted that the new system of training in the facts of science was fast taking the place of the old one of training in the laws of language, but held that many difficulties stand in the way of its general adoption, especially the lack of teachers who understand the system and the subjects and methods which it will necessitate. He thought that in the future the subjects of study must be far more varied than they had been in the past, but that we must not multiply them too much, and for himself he would select botany and mineralogy for teaching in the schools in preference to zoölogy.

Mr. Perry, of Ann Arbor, dissented from that part of the address which eulogized the word-method. He deemed the phonetic method superior, and thought that teachers should be educated to use it. Mr. George, of Kalamazoo, on the contrary, conceived that the phonetic method could have no special value until we should have reduced our language to a phonetic system. Mr. Estabrook, principal of the State Normal School, said that he had used the word-method for twenty-five years and the phonetic system for nearly the same time, and thought that good work might be done with either of them. In his view, more depended on the enthusiasm and skill of the teacher than on the method of instruction used.

Miss Kate Brearly, treating of "Systematic resting," advised teachers not to require too much work from their pupils and school boards not to overtask the teachers; commended an alternation of reading and music with the other exercises, as a means of healthy recuperation, and would have gymnastics, with music, come in at intervals, at once with a view to change and to a revival of exhausted brain-power. Writing upon the blackboard, too, she thought might be made an entertaining and reviving, as well as an instructive, exercise. Drawing in school she also classed among the systematic restings; while children's talk among themselves, if properly directed, might, she imagined, be exceedingly profitable in the same way.

Mr. Truesdell, of Flint, in an address on "Normal departments in high schools," referred to the now general agreement that special preparation is necessary to success in teaching, and, believing that the normal school established by the State did not sufficiently meet the need in this direction, suggested that the money now expended on it should be divided into seven or eight parts, and devoted to the establishment of normal classes in as many high schools in different portions of the State. Prof. Estabrook, of the normal school, dissented from this idea, and thought that high school teachers already had their hands full, and could ill afford to take this additional department of instruction under their control.

Mr. Campbell, of Detroit, in an eloquent address, too long for reproduction here, reviewed the progress of instruction, from the old schools of the philosophers to the now wide-spread system of common schools, high schools, and academies and colleges, showing how much reading had come in to supplement the oral teachings of the ancient days, and how broad and varied had become the culture which now is imparted through our various institutions—a culture, however, which must be judiciously harmonized and as judiciously imparted, if, as the master-work of education, is to come out the true man or woman, with the perfect use of all bodily and mental powers.

On Wednesday morning Miss Ruth Hoppin, of the normal school, read a paper entitled "The schoolmaster," describing humorously his multifarious duties and showing the true teacher as one who does not shut himself exclusively in recitation-rooms, but gives himself to an extended sphere of study and instruction, in and out of school. She thought, however, that he might do more than is done to correct the vitiated

public sentiment which prefers an incompetent male teacher to an accomplished and successful female, which takes an untried boy before an experienced woman and gives that boy twice the wages that the woman can command.

The last address was from Prof. J. H. Hewitt, acting president of Olivet, on "What shall we demand of our colleges?"—a question answered by the statements: (1) That the colleges should educate as many as possible, taking in not only all classes, but both sexes; (2) that, whatever may be their course of study, fair mental discipline must be their steadfast aim; (3) that, with certain modifications, the old curriculum, having the ancient languages as a basis, should be maintained; (4) should hold a high standard of scholarship; (5) should not neglect the religious element in training those under their care.

OBITUARY RECORD.

TEACHERS DECEASED IN 1874.

Miss Jennie Cotcher, an esteemed teacher, of Flushing, Genesee County, died in April, 1874, at that place.

Mrs. Julia M. Jordan, formerly lady principal of Hillsdale College, died in May, 1874, at her home in Peterboro', N. H.

Mr. Calvin Burnham, who, in 1816, taught the first English school in Washtenaw County, died in that county, aged 81, in August, 1874.

Col. John W. Horner, a graduate of the Michigan Normal School, and for some years a prominent teacher in the State, died at Ossawatamie, Kans., August 16, 1874, from melancholy, induced by the loss of his wife a year before.

Mr. Edward Feldner, principal of the German-American seminary at Detroit for twelve years past, died in that city August 30, 1874.

SCHOOL OFFICIALS IN MICHIGAN.

Hon. DANIEL B. BRIGGS, *State superintendent of public instruction, Lansing.*

STATE BOARD OF EDUCATION.

Hon. Witter J. Baxter, president.

Hon. Daniel B. Briggs, *ex officio*, secretary.

Hon. Edward Dersch.

Hon. Edgar Rexford.

MINNESOTA.

STATISTICAL SUMMARY, 1874.*

	1873.	1874.	Increase.
PERMANENT SCHOOL FUND.			
Amount of this fund December 31.....	\$2,907,624 10	\$3,030,127 09	\$122,502 99
Amount of interest on this fund apportioned	173,060 16	152,264 24	19,205 03
RECEIPTS FOR SCHOOL PURPOSES.			
From State funds, two-mill tax, &c	338,324 94	362,708 64	24,183 70
From taxes voted by districts	611,845 76	839,390 62	227,544 86
From all other sources.....	103,753 54	222,505 43	116,749 89
Total receipts	1,053,126 24	1,424,604 69	368,478 45
EXPENDITURES FOR SCHOOL PURPOSES.			
For sites, buildings, furniture, &c	259,193 95	323,601 65	64,407 70
For teachers' wages	1569,903 30	678,606 06	103,697 76
For current expenses.....	123,947 29	153,334 54	29,387 25
Total expenditures	953,044 54	1,155,542 25	202,497 71
Balance in district treasuries September 30.....	118,791 58	225,027 13	.....
Orders and bonds unpaid at close of school year	661,647 70	737,316 52	.....
SCHOOL POPULATION.			
Population between the ages of 5 and 21.....	196,065	210,194	14,129
Population between the ages of 15 and 21.....	53,688	57,650	3,962
ATTENDANCE.			
Whole number of different persons attending public schools during the year.....	124,583	128,902	4,319
Whole number attending winter schools	91,992	99,842	7,850
Average number attending winter schools	59,587	71,362	11,775
Whole number attending summer schools	80,713	81,781	1,068
Per cent. of non-attendance	36	38½	2½
TEACHERS AND TEACHERS' PAY.			
Number of male teachers during the year.....	1,639	1,834	195
Number of female teachers during the year	3,567	3,648	81
Whole number of teachers	5,206	5,482	276
Average pay of male teachers per month in winter schools ..	\$36 90	\$41 36	\$4 46
Average pay of female teachers per month in winter schools..	29 04	30 52	1 48
Average pay of male teachers per month in summer schools..	33 78	41 57	2 79
Average pay of female teachers per month in summer schools..	25 40	27 30	1 90
SCHOOL DISTRICTS AND SCHOOLS.			
Number of organized counties in the State	67	70	3
Number of counties making school reports	65	68	3
Number of school districts in the State	3,137	3,266	129
Number of districts reporting	2,986	3,114	128
Whole number of winter schools	2,638	2,769	131
Whole number of summer schools	2,568	2,713	145
Aggregate length of winter schools in months	9,180	9,830	650
Aggregate length of summer schools in months	7,961	8,438	477
SCHOOL-HOUSES.			
Number of school-houses built.....	229	276	47
Whole number of school-houses in the State—			
1873: Log, 744; frame, 1,679; brick, 85; stone, 61.....	2,571	2,758	187
1874: Log, 751; frame, 1,846; brick, 105; stone, 56.....			
Value of school-houses and lots in the State	\$2,090,001 61	\$2,233,700 14	\$143,698 53

* From reports of Hon. H. B. Wilson, State superintendent of public instruction, for 1873-'74.

† Elsewhere put at \$568,937.10.

Table showing increase in ten years.

	1864.	1874.
School-population, (5 to 21 years).....	74,965	210,194
Number attending public schools.....	44,787	123,902
Number of school-houses in the State.....	994	2,758
Value of school-houses and sites.....	\$224,560 25	\$2,238,700 14

ELEMENTARY INSTRUCTION.

EDUCATIONAL PROGRESS.

The superintendent says: "The evidences of unabated interest manifested in our public schools, and of their substantial improvement from year to year, give just cause for encouragement." "The largely-increased attendance of pupils upon the public schools, which has hitherto marked the years following each other, has been substantially maintained during the last year." In addition to the 128,902 pupils in attendance upon the public schools, 4,920 have attended the normal schools, academies, colleges, and private schools, making a total of 133,822 under instruction in the State during the year. There has been a considerable increase in the number of public schools and in the length of the school term. In reviewing the past ten years the superintendent says: "There has been a great improvement in all departments of our public schools within the past decade, in the character of our school-houses, in the qualifications of the mass of our teachers, in the methods of instruction and school management, in the general desire of the people and school officers to secure the services of a better grade of teachers, and in a general awakening of our people to the subject of the most advanced methods of education."—(Report of State superintendent for 1874, pp. 5, 11, 25.)

COUNTY SUPERINTENDENCY.

The results mentioned above as attained during the last ten years are attributed by the superintendent "principally to the faithful efforts of the county and city superintendents." But the strenuous efforts made, during the session of the legislature of 1874, to abolish the office of county school superintendent give evidence of the existence of dissatisfaction with the system among the people of the State. It is admitted that in some cases persons totally incompetent and unfit to discharge the duties of the office have been appointed; but this, it is urged, is not the fault of the system, but the result of want of care in the selection of persons to fill these important positions. It is believed that if proper care is exercised in making the appointments, the results of the system will be uniformly good; and the superintendent records his belief that "the county school superintendency is one of the strongest features of our public school system, and that its abolition would greatly retard the progress of our schools and serve to destroy the successive links which connect the State educational department with the people."—(Report of State superintendent for 1874, pp. 24, 25, 26, 32.)

TOWNSHIP AND DISTRICT SYSTEMS.

The public school system of Minnesota is based upon what is known as the independent district system. The superintendent remarks: "There can be no doubt that great advantages would result to our schools, could the purely township plan of school management be adopted. That system possesses so many advantages over our present one, that the subject is most earnestly pressed upon the careful attention of the legislature, with the suggestion that a committee of that body be instructed, at an early period of the session, to thoroughly investigate the advantages and disadvantages of the two systems, to the end that judicious and wise action thereon may be adopted."—(Report of State superintendent for 1874, pp. 33-35.)

WHAT THE SCHOOLS SHOULD DO.

While the schools are steadily improving from year to year, it is felt that much still remains to be accomplished, and that they should be made to yield a still better return to the people for the treasure expended in their maintenance. Estimating that the average period of attendance upon the common district school is from seven to nine years, parents have a right to expect that their children shall acquire in that period such knowledge as will fit them for the practical duties of life. They should obtain a practical knowledge of orthography and punctuation, as well as correctness and facility in the expression of thoughts, vocally and in writing; should be able to reckon quickly and accurately in the four fundamental rules of arithmetic; have a knowledge of the important divisions of the earth, its mountain-ranges, rivers, climates, produc-

tions, races, governments, &c., and a more minute knowledge of their own country in those respects, with the general facts of its history; should master the rudiments of natural history, vocal music, of drawing and perspective, and possess some skill in the use of the pencil, and should know enough of their own physical and mental organization to enable them to take proper care of body and brain.

In order that the ordinary district school shall accomplish all this, it is thought essential that there should be more well-qualified teachers, and a different arrangement in the course of study, from which all unnecessary minutiae shall be eliminated. Much time, it is believed, is now wasted in the study of geography, arithmetic, and grammar according to the old text-book methods.—(Report for 1873, p. 45.)

TEACHERS.

The severity of the climate in this State prevents the employment of as great a number of lady teachers in the schools as would otherwise be engaged, and yet the ratio in the number of female teachers to that of male in the public schools is steadily increasing. There has been, too, an increase during the year of \$2.27 per month in the average wages paid them and of 45 cents in that paid gentlemen teachers, making for the latter the sum of \$37.84 and for the former \$26.84.—(Report for 1873, p. 10.)

TEACHERS' CERTIFICATES.

Only 183 first-grade certificates were issued to teachers during 1873. Since algebra, plane geometry, physical geography, and physiology were added to the branches in which all holding first-grade certificates are required to be examined, the number of first-grade certificates issued has decreased. There were 1,467 second and 1,724 third-grade issued, in all 3,374, of which 1,031 were to gentlemen and 2,337 to ladies; 369 persons were examined who failed to obtain license to teach.—(Report for 1873, pp. 12, 13.)

SCHOOL-HOUSES.

In the older counties of the State nearly every school district is supplied with a comfortable school-house. The log-houses and frame-shanties, without blackboards or outline maps, which served a very good purpose while the country was new and the settlers poor, are fast disappearing, and are giving place to comfortable, and in many instances elegant, frame, stone, or brick edifices, supplied with all the modern improvements, such as iron seats, blackboards, wall-maps, &c. There were, during 1873, 228 new school-houses erected, at an average cost for each of \$91.72, making a total gain of 98 over that of 1872.—(Report for 1873, p. 11.)

SCHOOL-HOUSE VENTILATION AND ADORNMENT.

The superintendent urges the importance of providing suitable means of ventilation for school-buildings. It is stated that "most of the school-houses in the State have no other means of accomplishing this end than by holes in the ceilings, transoms over doors, or raising and lowering windows. Many have not even these." It is also recommended that the grounds attached to school-houses in the rural districts should be suitably improved and fitted as a place of recreation for the children. This matter seems to be much neglected. In many parts of the State there is a great want, too, of school apparatus. "Many of the counties have done nobly in providing wall-maps, globes, charts, and blackboards; but there are still many others sadly in need of them."—(Report of State superintendent for 1874, p. 53.)

TEXT-BOOKS.

"The power to prescribe what books shall be used in all the schools of the State is too great a power, exposed, as it would be, to corrupting influences, to be placed in the hands of a State commission, or any other board." But while "it is believed that the power to regulate the use of text-books in the public schools should exist with the people, local boards of education, and county school officers, it is recommended that too frequent changes be discouraged. Whenever a book or series of books is adopted in a district, no change should be made within the next three years."—(Report of State superintendent for 1874, p. 56.)

CITY AND TOWN SUPERINTENDENTS.

The State has taken an advance step in the management of most of her city and town schools by the appointment of superintendents whose exclusive work is to supervise these schools. A good, faithful, well-qualified superintendent, it is believed, is worth more to a city than one or more of its best teachers; but he should be a man who knows how to organize, classify, and govern a school; should understand the best methods of instruction better than any of his teachers, and be able to arouse enthusiasm in teacher and pupil.—(Report for 1873, p. 13.)

COUNTY SUPERINTENDENTS.

No one in this State is eligible to the office of county superintendent who cannot obtain a first-grade certificate from the State superintendent.—(Nebraska Teacher for August, 1874.)

Efforts having been made to break down the county superintendency, the superintendent, in his report for 1874, p. 26, expresses it as his deliberate judgment, after much careful thought, that the improvements made of late years in the quality of teachers, in methods of instruction and school management, and in desire for a still further advance, are due in large measure to the efforts of county and city superintendents; and that, consequently, instead of abolishing the office, it should be cherished and maintained.

SCHOOL OFFICERS' MEETINGS.

In view of the success which has attended the meetings of school district officers, and the benefits resulting from them, it is recommended to county superintendents that one or more such conventions be annually called in each county of the State. The superintendent says: "For the purpose of meeting and overcoming the popular prejudices which sometimes exist upon certain points of the school system, there is no measure more potent than meetings of school district officers. No stronger argument in their favor can be offered than the facts connected with such meetings wherever they have been held."—(Report of State superintendent for 1874, p. 53.)

ELEMENTARY PRIVATE AND CHURCH SCHOOLS.

In 1873 sixteen such schools reported to the State superintendent an aggregate of 1,487 pupils. Several of these were apparently for children of German and Swedish origin, the instruction given being in the languages of those people as well as in English. Seven of the 16, with 866 pupils, were under the control of the Roman-Catholic Church.

In 1874, 21 schools of this class reported 1,994 pupils, 12 out of the 21 being Roman Catholic.—(Table 13 of reports for 1873 and 1874.)

GRADED SCHOOLS.

Twenty-five city graded schools, besides two denominational schools, made special reports to the State superintendent for 1873 of their condition and progress, showing generally quite an encouraging state of things, while 16 others appear, from a tabular list, to have been in existence in that year. Fourteen of those reporting had high school courses.

In the report for 1874 the superintendent says that the number which had in that year two or more departments, or that could be classed as graded schools, was 151, and he speaks of them as improving from year to year, their grades becoming better arranged and defined and their courses of study in their high school departments better established and systematized. Thirty-four high schools were reported for that year.—(Table 8 of reports for 1873 and 1874, with p. 55 of the latter report.)

TRAINING OF TEACHERS.*

STATE NORMAL SCHOOL AT WINONA.

The past year is characterized as one of "unexampled prosperity." Although the total enrollment has not been quite as great as during the previous year, yet the average attendance has been greater, indicating a more stable condition of the school than in any former period. The marked success of the graduates as teachers and the increasing demand for their services in the State afford the most convincing proof of the thoroughness of their training. The number of pupils in the normal department has been, males, 48; females, 207—total, 255—with an average attendance of 148. In the model classes, males, 129; females, 132—total, 261—with an average attendance of 142. Number of graduates during the year, 49. Whole number of graduates, 209.

STATE NORMAL SCHOOL AT MANKATO.

The devastations of the grasshoppers in Southwestern Minnesota, for two years consecutively, have greatly impoverished the people, and the condition of the normal school has been somewhat affected thereby. The attendance, however, has not decreased so largely as might have been expected. The pupils in the normal department numbered 171, of whom 50 were males and 121 females. Number of pupils in the model department, 46; number of graduates, 9. During the present term free-hand drawing has been introduced with marked success. The school-building is stated to be in very poor condition, and the legislature is urged to provide for making the necessary repairs.

* Report of State superintendent for 1874, pp. 97-120.

STATE NORMAL SCHOOL AT ST. CLOUD.

This, the youngest of the three normal schools of the State, has just entered upon the sixth year of its work. Within the present year the new school-building has been finished, affording ample room for 200 normal and 100 model students. The State appropriated \$50,000 for building and furnishing. The number of pupils in the normal department during the year has been, males, 28; females, 94—total, 122—with an average attendance of 68. The class to graduate in May, 1875, is represented to be better fitted than the average of classes since the school commenced. The want of a professional library is much felt.

HIGH SCHOOL NORMAL TRAINING.

In several of the high schools of the State system special instruction is given to such as desire to teach in the common schools. One high school reports that its course has been arranged with especial reference to the needs of such; another, that, besides the ordinary high school course, there is a teachers' course, pursued by 23 pupils, to whom instruction is given in methods of teaching and school management, together with practice in a model class. The State superintendent, too, (page 55 of report for 1874,) speaks of the high schools as turning out, every year, a large number of young men and women who engage in teaching in the public schools.

TEACHERS' INSTITUTES.

Five teachers' institutes, of five days each, and six training schools, of four weeks each, have been held, making twenty-nine weeks of institute work during the year. The aggregate attendance of teachers was 1,024, of whom 729 attended the training schools and 295 the institutes. The entire expense of these twenty-nine weeks of training teachers for the public schools was \$2,710.73, leaving a balance of \$289.27 of the yearly appropriation unexpended. The attendance upon the institutes was larger than any previous year and a more general interest was manifested by the teachers and citizens. The superintendent says of the present system, "it is good enough as far as it goes," but under the existing law "only a limited number of institutes can be held in one year, and, instead of twenty or thirty weeks of institute work annually, we ought to have sixty or seventy." The legislature is earnestly urged "to so modify the existing law providing for teachers' institutes as to secure the reorganization of this work," which "cannot be dispensed with without bringing disgrace upon our State, injury to our schools, and a squandering of our public school fund.—(Report of State superintendent for 1874, pp. 14-24.)

SECONDARY INSTRUCTION.

PRIVATE AND CHURCH SCHOOLS.

Fourteen out of 35 such schools presented in Table 13 of the State report for 1874 appear to be engaged, in a greater or less degree, in secondary training, though how far that training is pursued, or what number of the 1,078 students in these schools are in secondary studies, is not indicated. Perhaps one-half would not be an unfair estimate, when we should have 539 students of secondary rank to be added to the 212 in the preparatory classes of the State University.

PUBLIC HIGH SCHOOLS.

As before stated, 14 of the 25 public graded schools making special reports to the superintendent in 1873 had high school departments proper, while 9 others reported a course of study embracing the higher English branches, with the addition of Latin in some cases. Those in twelve cities and towns felt prepared to fit students for the freshman class in the academical department of the State University, and eleven others were ready to prepare them for the same class in the scientific department.

In the report for 1874, (p. 55,) sixteen high schools are specially referred to, and "many others" indicated, without such mention, as "prepared to fit youths of both sexes for entering the collegiate department of the State University," besides turning out every year a large number of young men and women who engage in teaching in the public schools. These, the superintendent says, "are the highest institutions of learning to which nine-tenths of the youth of the State ever have access. In them they receive the entire scholastic training which is to fit them for the various occupations of life. Hence they are the most important educational agencies. They form the link between the district school and university. In the State of Michigan they are almost the only feeders of the State University; and it is claimed that they are doing their work well." He therefore recommends that an arrangement similar to that in Michigan be adopted in Minnesota, by which a committee from the university may visit the high schools, examine their courses and methods of instruction, and determine which of them may send their graduates to the university, for admission to the freshman class, without other examination than that to which they have been subjected for their graduation in the high school.

SCHOOLS SPECIALLY REPORTING.

One school for boys and 3 for girls report to the Bureau 26 teachers and 309 scholars, of whom 93 are students of the ancient and 48 of modern languages, 25 are preparing for a classical course in college and 7 for a scientific course. Drawing is taught in 1 of the four schools, vocal music in 3, instrumental music in all. One has a chemical laboratory; 2, philosophical apparatus, and all report libraries, the number of volumes in the boys' school being 400 and in the three girls' schools, 25, 120, and 300.

BUSINESS COLLEGE.

One business college in the State reports 5 teachers and 253 pupils, of whom 11 are females. It has a library of 121 volumes and courses of study of 9 and 12 months. Another institution of the kind is spoken of in high terms by the State superintendent in his report for 1874.

SUPERIOR INSTRUCTION.

UNIVERSITY OF MINNESOTA, MINNEAPOLIS.

The legislature of 1874 appropriated for the support of the university, in sums for various specified purposes, an aggregate of \$60,500, of which \$28,000 have been set apart for chemical apparatus.

At the meeting of the board of regents in April, 1874, the term-fees of students were abolished. A nominal charge of \$6 per year is made, and this, with the price of the books used, is all the expense incurred by students in addition to board, which can be had as low as \$2 per week in student-clubs. Male and female students enter on the same terms.

At the fall term for 1873-'74 there were 408 students in attendance, 310 of whom were in the collegiate and law departments, 26 in the subfreshman classes, and 72 in preparatory studies; 59 ladies were pursuing collegiate studies and 1 a post-graduate course.

A plan has been agreed to by the regents for a special winter course of instruction in agriculture to a class of young men who should be either actually engaged in some branch of agriculture or about to begin the business, the instruction to be given chiefly by lectures and to be free to all.—(*College Courant*, pp. 26, 178, and 224.)

Departments.—The departments of the university at present provided for are: (1) the college of science, literature, and the arts; (2) the college of agriculture; (3) the college of mechanic arts; (4) the department of elementary instruction. The last-named, otherwise designated as the collegiate department, is introductory to the permanent colleges of the university. It differs from the traditional preparatory department in that it includes the work of the two lower years of the usual college course. This arrangement emphasizes and formulates the prevailing tendency of American colleges and universities to make the close of the sophomore year a branching-point for certain technical and professional courses and for the introduction of elective studies. The high schools of the State are thus invited to extend their work up to this branching-point, and thereby to liberate the university to carry on her appropriate work. When this shall have been generally done, the university will dispense with the department of elementary instruction. One year's preparatory work has been dropped already, and another's has been ordered discontinued at the close of the year 1875-'76.

The collegiate department offers three courses of study: (1) the classical course, in which the ancient languages are prominent; (2) the scientific course, distinguished by an unbroken series of elementary natural sciences; (3) the modern course, in which the modern languages are conspicuous. No degrees are conferred in this department; students completing a course receive a certificate which entitles them to admission to any appropriate college of the university.

In the college of science, literature, and the arts, there are three undergraduate courses of study, having the same names as those of the collegiate department, but offering an extended range of optional or elective studies. Each student takes at least three studies, two of which are required; the other, or others, optional. Students completing either of the courses receive corresponding degrees.

Applicants for admission to this department, as to that of the mechanic arts, bringing a "final certificate" from the collegiate department, are admitted without further examination.

Information respecting the College of the Mechanic Arts and College of Agriculture may be found under the head of scientific and professional instruction, farther on.

CARLETON COLLEGE, NORTHFIELD.

This institution, located at Northfield, is rapidly growing in importance and usefulness, and bids fair to become one of the leading schools of the State. It graduated its first class in June, 1874, a young man and young woman, both of whom expect to become foreign missionaries.

Both sexes are admitted to the classes on equal footing. The students for 1873-74 numbered 171, an increase of 20 per cent. on previous years.—(State report and College Courant, p. 33.)

ST. JOHN'S COLLEGE, ST. JOSEPH.

This institution, conducted by the Benedictine Fathers, is located at St. Joseph. The course of study is that of most American colleges and the instruction is very thorough.—(State report.)

AGASSIZ COLLEGE, RED WING.

According to the National Normal of September, 1874, and the New York School Journal, vol. 6, p. 63, an institution with this name, in honor of the great naturalist, is to be established at Red Wing, in a city park of ten acres, which it is proposed to call Sumner Park.

ST. MARY'S HALL, FARIBAULT,

Is the only school reported exclusively for the higher education of women in the State. The State superintendent says of it, "Having enjoyed the privilege of visiting this institution during the fall term and inspecting the building, class-rooms, dormitories, cabinet, museum, &c., I can speak confidently of its judicious and wise management." It reports for 1874-75 13 instructors, with 104 pupils. In its course of 4 years, additional to the preparatory course, drawing, painting, vocal and instrumental music, French and German, are taught. It has a library of 600 volumes, a museum of natural history, a chemical laboratory, and a gymnasium, together with a botanical collection of 500 specimens well arranged and classified.

Statistics of a university and colleges.

Names of colleges and university.	Corps of instruction.		Number of students.		Property, income, &c.							Number of volumes in library.
	Endowed professorships.		Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship-funds.		
Carleton College.....	9	0	161	13	\$47,950	\$57,407	\$6,217	\$3,437	.....	\$0	1,965
St. John's College.....	20	.....	13	83	50,000	.....	.....	.....	.....	.....	21,550
University of Minnesota.....	14	0	212	71	80,000	160,000	10,000	0	\$10,000	0	10,000	

a Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

The scientific training provided for in this State is given in connection with the two colleges of the State University before mentioned—the College of the Mechanic Arts and the College of Agriculture, at Minneapolis.

COLLEGE OF THE MECHANIC ARTS.

In the College of the Mechanic Arts there are three undergraduate courses of study leading to appropriate degrees, viz: (1) A course of civil engineering; (2) a course in mechanical engineering; (3) a course in architecture. The studies are partly prescribed and partly elective; the latter may be chosen from corresponding terms and years in other colleges.

COLLEGE OF AGRICULTURE.

The College of Agriculture offers two courses of study: (1) The regular undergraduate course, of equal rank with the courses in the other colleges; (2) the elementary course, coinciding in the main with the scientific course of the collegiate department. Students who complete either of these courses are admitted to the advanced course without further examination. This college has a special building for its accommodation, containing a chemical laboratory and a plant-house. There is an experimental farm of 120 acres.

Theological training, after the Evangelical-Lutheran form, is given at the Augsburg

Seminary, Minneapolis; after the Roman-Catholic form, at the theological seminary connected with St. John's College, St. Joseph; and after the Protestant-Episcopal form, at the Seabury* Divinity School, Faribault.

The statistics of all these schools are here presented :

Statistics of schools for scientific and professional instruction.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, build-ings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	
SCHOOL OF SCIENCE.									
Colleges of Agriculture and Mechanic Arts, (University of Minnesota.) <i>a</i>	....	....	4	2					
SCHOOLS OF THEOLOGY.									
Augsburg Seminary	6	....	16	3	\$30,000				1,000
St. John's Theological Seminary	3	....	32	3	31,000	\$1,200			500
Seabury* Divinity College	7	0	24	4	50,000				5,000

^a No separate organization.

SPECIAL INSTRUCTION.

MINNESOTA INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND.

This institution completed its twelfth year November 30, 1874. In some respects the last year has been the best of the twelve. It has reached a larger proportion of these unfortunates in the State; there have been better facilities for education than before; the educational and industrial work has been better systematized, and the deaf mutes and the blind have been separated in such a manner as greatly to promote health, morals, and instruction. One hundred deaf mutes and twenty-two blind, between the ages of 10 and 25, were under instruction. They receive a common school education, and in addition all the pupils are taught some trade or handicraft. Two new shops, for instruction in shoe-making and tailoring, have been opened during the past year. Seven teachers are employed in the deaf-mute department and three in the blind department. It has been ascertained that there are nearly one hundred blind and deaf-mutes in the State receiving no education. It is believed that, where parents will make no effort in behalf of these children, the State should exercise compulsion strong enough to secure to each of them at least a common school education.

LIST OF SCHOOL OFFICIALS IN MINNESOTA.

Hon. D. BURT, *superintendent of public instruction, St. Paul.*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Aitkin	W. H. Williams	Aitkin.
Anoka	Moses Goodrich	Anoka.
Becker	Walter Drew	Audubon.
Beltrami .....	.....	.....
Benton	Sherman Hall	Sauk Rapids.
Big Stone .....	.....	.....
Blue Earth	David Kirk	Mankato.
Brown	Ed. J. Collins	New Ulm.
Carlton	L. W. Greene	Thompson.
Carver	William Benson	Carver.
Cass .....	.....	.....
Chippewa	J. S. Pound	Granite Falls.

List of school-officials in Minnesota—Concluded.

County.	Superintendent.	Post-office.
Chisago	V. D. Eddy	Taylor's Falls.
Clay	J. F. Barubam	Glyndon.
Cottonwood	William Prentiss	Windom.
Crow Wing	E. S. Williams	Brainerd.
Dakota	Philip Crowley	West St. Paul.
Dodge	A. M. Church	Kasson.
Douglas	William H. Sanders	Alexandria.
Faribault	R. W. Richards	Blue Earth City.
Hillmore	D. L. Kichle	Preston.
Freeborn	Henry Thurston	Shell Rock City.
Goodhue	J. W. Hancock	Red Wing.
Grant	Coll. McClellan	Evansville.
Hennepin	James S. Rankin	Minneapolis.
Houston	J. B. LeBlond	Brownsville.
Isanti	Charles Booth	Springvale.
Jackson	E. L. Brownell	Jackson.
Kanabec	S. E. Tallman	Brunswick.
Kandiyohi	J. H. Gates	Harrison.
Lac qui Parle	L. R. Davis	Lac qui Parle.
Lake	Christian Wieland	Beaver City.
Le Sueur	Francis Cadwell	Le Sueur.
Lincoln	M. L. Wood	Marshfield.
Lyon	George M. Durst	Marshall.
McLeod	W. W. Pendergast	Hutchinson.
Martin	John W. Tanner	Fairmount.
Meeker	L. Y. Bailey	Litchfield.
Mille Lacs	A. P. Barker	Princeton.
Morrison	A. Gernon	Little Falls.
Mower	E. F. Morgan	Le Roy.
Murray	N. F. Byram	Ben Franklin.
Nicollet	Elias S. Pettijohn	St. Peter.
Nobles	T. C. Bell	Worthington.
Olsted	Sanford Niles	Rochester.
Otter Tail	Lorenzo Preston	St. Olof.
Pine	James Cochran	Minneapolis.
Pope	Robert Hoover	Glenwood.
Ramsey	Benjamin Welles	White Bear Lake.
Redwood	William B. Herriott	Redwood Falls.
Renville	George H. Megquier	Beaver Falls.
Rice	R. A. Mott	Faribault.
Rock	J. Hart Loomis	Luverne.
St. Louis	J. L. A. Fish	Du Luth.
Scott	Patrick O'Flynn	Liberty.
Sherburne	P. A. Sinclair	Elk River.
Sibley	S. W. Bennett	Henderson.
Stearns	P. Edward Kaiser	St. Cloud.
Steele	George C. Tanner	Owatonna.
Stevens	C. M. Bartlett	Hancock.
Swift	A. M. Utter	Benson.
Todd	J. H. Sheets	Long Prairie.
Wabasha	Aaron G. Hudson	Lake City.
Wadena	A. R. Wiswell	Wadena.
Waseca	H. G. Mosher	Waseca.
Washington	A. D. Roe	Afton.
Watonwan	Miss H. Adelle Sargent	St. James.
Wilkin	Loren Listoe	Breckinridge.
Winona	D. Burt	Winona.
Wright	Josiah F. Lewis	Monticello.
Yellow Medicine	S. A. Hall	Yellow Medicine City.

MISSISSIPPI.

STATISTICAL SUMMARY.*

FINANCIAL STATEMENT.

Receipts.

Amount of State four-mill tax distributed	\$408,518 47
Interest on Chickasaw school fund distributed	64,946 80
Received from city and county taxes	422,588 02
Amount collected on loans of school funds	23,374 66
Amount collected on sale and rental of school lands	10,445 00
Total	929,872 95

Expenditures.

Expended for teachers' salaries	737,548 64
Expended for building and repairing school-houses	35,059 84
Expended for salary of county superintendents	46,494 17
Expended for furniture and apparatus	13,325 63
Expended for free scholarships at universities	10,175 00
Total	842,603 33

SCHOOL POPULATION AND ATTENDANCE.

Number of children of school age	349,813
Number enrolled in public schools	152,785
Average attendance in public schools	109,736
Number of pupils reported in private schools	14,250
Whole number of children under education in the State, as reported	167,035

TEACHERS AND TEACHERS' INSTITUTES.

Whole number of teachers employed during the year	3,844
Number of institutes reported as held	9
Number of teachers reported as attending institutes	267

SCHOOLS AND SCHOOL PROPERTY.

Number of public schools in the State	3,486
Number of public schools of first grade	889
Number of public schools of second grade	2,597
Number of private schools reported	606
Probable number of public schools which will be in operation during the scholastic year 1874-75	3,573
Value of public school property in the State	\$501,790 56

The figures in the above tables can be taken only as approximations. Very few of the counties have reported upon *all* the items required, and in the item of the "value of public school property" fully one-third of the counties have failed to make any statement whatever. Probably from some such source there is a discrepancy in several items between the figures here given, which are derived from the printed report of the superintendent, and that which he has kindly furnished in manuscript for Table I. Thus, in the manuscript, the total receipts are put at \$940,000, while the printed tables seem to foot up only \$929,872.95. Expenditures for teachers' salaries, in the former, \$900,000, in the latter, \$737,548.64; total expenditures, in the former, \$1,014,200, in the latter, \$842,603.33; number enrolled in public schools, in the manuscript, 223,089, in print, 152,785; average attendance in public schools, in manuscript, 109,792, in print, 109,736. Of the relative value of these different totals no opinion is expressed. They are given as a matter of fact, without attempt at explanation.

ELEMENTARY INSTRUCTION.

EDUCATIONAL CONDITION.

The opposition manifested towards the public school system during the first years of its administration is decreasing year by year; the idea of popular education is steadily growing in favor; and the public schools are now receiving almost unanimous support from the people. The obstacles which have hindered their growth are rapidly

* From report of Hon. T. W. Cardozo, State superintendent of public instruction for the year ended August 31, 1874.

being removed, and, with wise legislation, liberal appropriations, and ample power placed in the hands of school officers to enforce the law, the success of the public school system in Mississippi is assured.—(State report for 1874, p. 5.)

THE COMMON SCHOOL FUND.

The constitution of the State has established a common school fund, to consist of the proceeds of certain swamp-lands, the clear proceeds of all fines collected in the several counties for any breach of the penal laws, and all moneys received for licenses granted under the general laws of the State for the sale of liquors, &c., to be invested in United States bonds, and never to be diminished, but increased, the interest thereof to be used for the benefit of the public schools. The superintendent believes that, had the proceeds of the above been properly invested, there would now be nearly \$700,000 belonging to this fund, with about \$35,000 as interest for annual distribution. But, unfortunately—and, it is believed, unconstitutionally—a previous legislature by enactment (which still remains in force) have allowed persons to pay their fines and purchase their licenses with State warrants, and authorized the State treasurer to cancel these as soon as they come into his possession. This seems to be a total violation of the provisions of the constitution. In reply to an inquiry from the State board of education, the State treasurer reported that there was in the treasury to the credit of the fund in October, 1874, the sum of \$693,920.79.—(State report for 1874, pp. 11, 95.)

COUNTY SUPERINTENDENCE.

The superintendent speaks in the highest terms of the activity and energy displayed by most of the county superintendents and of the valuable service rendered by them. He thinks, however, that the number of superintendents might be reduced without detriment to the schools. The State is sparsely settled and not rapidly increasing, and a system of district superintendence would give more work to the superintendents and, it is believed, add greater efficiency to the system. In thinly-settled counties it is difficult to find a suitable person to fill the position for the small salary paid. But, if these were districted with other counties, the position could be given to the proper person and the supervision would be more effective. There are, at present, seventy-three county superintendents whose aggregate salaries amount to \$49,200 per annum. If the State were divided into twenty-five districts, giving each superintendent \$1,500, the salaries would amount to \$37,500, a saving to the State of \$11,700 per annum.

At every session of the legislature since the reconstruction of the State, efforts have been made to make the office of county superintendent elective. This plan, it is conceded, may be perfectly satisfactory in a State whose inhabitants have for a number of years enjoyed the benefits of free schools. But in a State where the system is yet in its infancy, and where, in some counties, it meets with opposition, it is considered that it would be a serious and disastrous blow to popular education to have these officers selected by excited nominating conventions.—(State report for 1874, p. 6.)

BOARDS OF TRUSTEES.

The system of trustees has not been of any advantage to the schools. On the contrary, it has been the cause of endless turmoil and contention in many counties. It is charged that, in some places where the schools are held in churches of which the trustees are members, they have been so managed as to make them a sort of quasi parochial schools. Very few of the trustees consult the county superintendent in the matter of employing teachers, and persons are frequently appointed as teachers of whom the superintendent does not approve and who are totally unfitted for their work. In view of these troubles, a change in the law concerning the election of trustees is recommended; also, that the matter of employing teachers be left altogether to the county superintendents.—(State report for 1874, p. 7.)

BOARDS OF SUPERVISORS.

In a few of the counties of the State the boards of supervisors have refused to levy for the county superintendent's salary, school-house purposes, or for the deficit in the teachers' fund, as required by law. The law is not sufficiently explicit in cases of this character; and the slow process of petitioning the circuit court for mandamus, compelling the boards of supervisors to levy, is seriously detrimental to the schools. The proper remedy would be to make it the duty of the auditor of public accounts to levy for school purposes in those counties or cities where the boards of supervisors or the mayor and aldermen have refused to levy.—(State report for 1874, p. 7.)

SCHOOL DISTRICTS.

Towns of less than five thousand inhabitants have not derived any benefit from the law making them separate districts from the counties in which they are situated. As a general thing the board of mayor and aldermen do not levy a sufficient amount to meet the difference between the amount paid into the county treasury by these towns and the amount they are entitled to as their pro-rata share for each child of school-age. It is generally the case that these towns pay a larger proportion of the school tax into the county treasury than the county pays according to the number of

children of school age in each. It would greatly simplify matters if the separate-district system were abolished, excepting in towns and cities of over five thousand inhabitants.—(State report for 1874, p. 10.)

TEXT-BOOKS.

The great variety of text-books in use—not only in the same county, but in many cases in the same school and classes—is regarded by the superintendent as one of the greatest obstacles to the progress of the schools. The intention of the law is, doubtless, to place this matter in the hands of the county superintendents, simply requiring the consent of the boards of supervisors. But in many cases the board assumes the right and prescribes books against the wishes of the superintendent. Hence the existing confusion. The county superintendents are almost unanimous in their complaints of the annoyance and confusion resulting from the course that has been pursued in this matter; all of them think that county uniformity should be insisted upon, and many advocate State uniformity. In the latter opinion the State superintendent concurs.—(State report for 1874, pp. 9, 10.)

COMPULSORY EDUCATION.

The governor in his inaugural address used the following language in relation to this subject: "There is no doubt but that the compulsory educational laws, which have worked so well in other States, might with us be introduced to advantage. Ours, in the main, is an agricultural community, and there would be little difficulty in having all children between the ages of 5 and 15 attend the schools for at least three months of the year without seriously interfering with their labors. I recommend a careful inquiry as to the expense, as well as to other considerations, which may attend a compulsory system of free common school education, having in view early legislative action."

The superintendent expresses the opinion that, "considering the illiteracy of a very large portion of the people of the State, and the baneful results thereof, it would be best for the entire people if the legislature would enact a compulsory educational law."—(State report for 1874, p. 10.)

PEABODY FUND.

Four thousand four hundred dollars have been contributed from this fund to aid the schools in Jackson, Summit, Hazlehurst, and Kosciusko. Contributions were made by the citizens in each of these places, to enable the schools to meet the conditions under which aid is given by the agent of the fund, and the schools were greatly benefited in being enabled to increase the length of their term.

SCHOOL-LANDS.*

The State board of education report that it is exceedingly difficult to get a correct report of the number of acres of sixteenth-section and other lands belonging to the State for the benefit of the public free schools, as a large portion of them have been rented, leased, or sold many years ago, and it is difficult to ascertain whether they have been paid for or not, and what has become of the money arising therefrom. The information obtained is contained in the following statement:

Number of acres of sixteenth-section lands originally granted to the State..	661,001
Number of acres of Chickasaw lands granted in lieu of sixteenth sections..	174,550
Number of acres granted for seminary purposes	23,040
Number of acres of land dedicated by the constitution to educational purposes, (including internal improvement and swamp lands)	3,568,642
Number of acres granted for agricultural college	210,000
Number of acres held by the State for taxes, about.....	4,000,000
Number of acres of sixteenth-section lands sold or leased for a period of ninety-nine years.....	76,540
Number of acres of sixteen-section lands remaining unsold, or of which no positive information can be obtained.....	584,461

CONDEMNING PROPERTY FOR SCHOOL PURPOSES.

It is frequently the case that school-houses are built upon land belonging to individuals instead of to the county; and complaints are made that neither trustees, superintendents, nor supervisors can control the matter when the owners of the land see fit to object to certain persons teaching on their premises. In these cases the land and often the houses are donated verbally to the county for school purposes, but it is almost always the case that, unless the donors can have absolute control of the school, they refuse to allow the persons selected by the superintendent or trustees to teach on their premises. It is considered desirable that there should be such a change in the law as would confer authority on some persons to condemn such property as may be absolutely necessary for school purposes.—(State report, p. 7.)

* State report for 1874, p. 93.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL AT HOLLY SPRINGS.

This school is reported in a flourishing condition so far as its educational work is concerned; the attendance is rapidly increasing, and it promises to become one of the best schools in the South. It labors, however, under great embarrassments on account of the smallness of its appropriation and the inconveniences of the school-building. The assembly-room cannot accommodate more than one-half the pupils, and additional class and recitation rooms are greatly needed. It is recommended that an appropriation of three or four thousand dollars be made for the purpose of enlarging the building.

It has been found difficult to secure the services of competent persons as teachers, on account of the limited appropriation for teachers' salaries. This has necessitated an application to the agent of the Peabody fund for aid in the payment of teachers. An appropriation of \$4,000 per annum for teachers' salaries would enable the trustees to employ a full corps of thoroughly competent persons.—(State report for 1874, p. 12.)

THE NORMAL SCHOOL AT TOUGALOO.

The principal reports marked progress in all departments of the school during the past year. Two hundred and five students have been under instruction. The average attendance has been nearly one hundred and forty-three, and ninety-seven teachers have been sent out into the public schools of the State. The reports received from superintendents who have employed these teachers furnish gratifying testimony to the thoroughness and efficiency of the system of training.

During the year very extensive improvements have been made in the normal building. The hall is now one of the finest rooms for educational purposes in the State, and the recitation-rooms are completely finished and furnished. The school possesses an excellent reference library and a fine philosophical apparatus. The students receive daily training in vocal music, and facilities are afforded for instruction in instrumental music. The male students have a weekly military drill.—(State report for 1874, pp. 98-100.)

SECONDARY INSTRUCTION.

ACADEMIES AND SEMINARIES.

Returns have been received from only two schools for secondary instruction in Mississippi, one for boys and one for both boys and girls. In the two there are 7 teachers and 117 pupils, 74 of whom study English and 23 classical branches. One reports a library of 300 volumes.

The names of eight institutions for secondary instruction are given in the appendix to the school laws of the State as having been incorporated, but whether they remain still in existence or what may be their courses of study, there is at present no information at hand to determine.

SUPERIOR INSTRUCTION.

UNIVERSITY OF MISSISSIPPI.

The principle that distinguishes the present scheme of this university is that of election of courses, running parallel, but with class organization. All the studies prescribed in any course are compulsory and necessary to a degree.

Since the last report the school of agriculture has been organized and opened for the reception of students. Its present endowment is insufficient to accomplish more than a first step towards providing for the requirements of practical instruction, but it is hoped that such further legislative or congressional aid will be extended to this department as will render its equipment commensurate with the great end to be attained and equal to that of other institutions of a similar character. The conditions of the congressional grant will be fully complied with by the organization of the mechanical and military courses so soon as the requisite funds shall have been provided.

It is the purpose of the trustees, at the earliest possible moment, to organize a university high-school on the most approved plan, and to erect a suitable building and furnish it in every respect for the work of preparatory education. For the present the preparatory department will be continued as a substitute for the high school.

The sum of \$5,000 has been appropriated to enlarge the library. The number of students reported for 1874 is 203, an increase of 30 over the previous year.

TOUGALOO UNIVERSITY.

This university is situated near Tougaloo, a station 7 miles north of Jackson, on the great through-line of railway from New Orleans to the North. The institution has been in operation for some three years. A farm of 500 acres attached to the university is cultivated mainly by the labor of students, who thus pay their expenses wholly or in part. A suitable engine is used for ginning cotton, grinding corn, and for running the machinery. There is now a normal school, intermediate and primary departments,

and a model school. In 1872-'73 there were 230 pupils in attendance, 85 in the normal, 60 in the intermediate, and 142 in the primary department. In 1873-'74 the attendance was even better.—(Mississippi Pilot, June 27, 1874.)

MISSISSIPPI COLLEGE, CLINTON.

The collegiate department includes a full classical, literary, and scientific course, occupying four years and entitling the student to the degree of bachelor of arts; a three years' literary and scientific course, either with or without an ancient or modern language, entitling to that of B. S.; and an eclectic course.

There is a partial theological course, designed to meet a demand which the presence of so many young men studying for the ministry creates.

The college, since its reopening after the ravages of war, has enjoyed a high degree of prosperity; the Baptist denomination in Arkansas, Louisiana, and Mississippi has concentrated its influence and patronage on it; \$37,000 towards an endowment-fund had been raised in 1873, and the college had at that time 8 professors and instructors in the faculty, with 190 students, of whom 44 were studying for the ministry.—(Catalogue Mississippi College, 1872-'73.)

PASS CHRISTIAN COLLEGE.

This is under the charge of the Christian Brothers (Roman Catholic) and is similar in its organization and course of instruction to other collegiate institutions of that order elsewhere. The courses are collegiate, commercial, and preparatory. The modern languages, linear and ornamental drawing, and instrumental music are optional studies in the collegiate course. The degree of A. B. is conferred on the satisfactory completion of the classical course and that of A. M. after two years spent in some liberal or literary pursuit.—(Catalogue Pass Christian College for 1872-'73.)

ALCORN UNIVERSITY.

This university occupies the site of the institution formerly known as Oakland College, the oldest academic institution in the State. The university was created by the legislature in 1871, the act of incorporation appropriating \$50,000 in cash for ten years. The State also granted to it three-fifths of the proceeds of the sale of the agricultural college land-scrip, which amounted to \$113,400. It is open to students of either race. The university enjoys the benefits of the Oakland College library, of several thousand choice volumes; also, a very complete collection of natural history, geological, mineralogical, and botanical curiosities. The philosophical and chemical apparatus is also very elaborate and complete.—(Catalogue of Alcorn University for 1872-'73.)

COLLEGES FOR WOMEN.

Reports have been received from 7 colleges for the superior instruction of women, 6 of which confer degrees. These colleges, with 46 instructors, had a total attendance of 789 students, of whom 323 were in preparatory studies, 439 in regular, 14 in partial, and 8 in post-graduate courses. All but one of these institutions report libraries ranging from 200 to 2,000 volumes; 7 teach vocal and 7 instrumental music, 7 drawing, 6 painting, 6 French, 4 German, 1 Spanish; 2 have museums, 4 laboratories, 4 apparatus, and 1 a gymnasium.—(From replies to inquiries by the United States Bureau of Education.)

Statistics of universities and colleges, 1874.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, build- ings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship-fund.	
Jefferson College.....	3	0	75	.....	\$12,000	80	80	\$2,500	80	80	650
Madison College.....	2	0	32	103	75,000	50,000	3,500	3,500	0	0	13,000
Mississippi College.....	9	0	20	60	120,000	10,000	1,000	.....	.....	0	3,000
Pass Christian College*	14	0	.....	.....	.....	.....	.....	.....	.....	.....	.....
Shaw University.....	4	.....	196	9	.....	.....	.....	.....	.....	.....	300
Tougaloo University*	13	0	148	.....	30,725	2,725	220	.....	.....	.....	2,000
University of Mississippi.....	10	.....	33	94	300,000	.....	.....	.....	50,000	.....	68,000

* From Report of Commissioner of Education for 1873. a Unclassified. b Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

THEOLOGY.

A large and interesting class in theology at Tougaloo University is in charge of the president, Rev. J. K. Nutting. The Greek Testament is the principal text-book used.—(Report of the American Missionary Association, 1873.)

LAW.

The law department of the University of Mississippi, in June, 1872, dispensed with the necessity of two years' attendance in the school and permitted the graduation of a student who attends one year, provided he shall pass a satisfactory examination. The degree or diploma thus obtained is made by statute a license to practice law in any court in Mississippi.—(Catalogue of University of Mississippi, 1874.)

AGRICULTURE.

The agricultural department of the University of Mississippi was established in accordance with an act of the State legislature assigning two-fifths of the congressional donation for that purpose to the university, and is now open for the reception of students. Instruction in the special agriculture and geology of the State will be based upon the extensive collection of soils, subsoils, marls, and rocks from all portions of the State, which is one of the most important results of the State agricultural survey.

The mechanical and military courses are not yet organized, but will be so soon as the requisite funds shall have been provided.—(Catalogue of University of Mississippi, 1874.)

Since the appropriation by the legislature of the State, in 1871, of three-fifths of the proceeds of the sale of the agricultural college land-scrip to Alcorn University, an agricultural department has been embraced in the curriculum of that institution. The university farm of 275 acres is well adapted to the various purposes of an experimental farm. A fine orchard of 500 selected trees has been set out. It is the intention to develop a high order of scientific as well as of practical agriculture.—(Catalogue of Alcorn University, 1872-73.)

Statistics of schools for scientific and professional instruction.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	
SCHOOLS OF SCIENCE.									
Alcorn University.....	9	a6	4	4	\$12,905	\$123,150	\$9,852	\$450,000	650
College of Agriculture and Mechanic Arts, (University of Mississippi.) ^c			4	4					
Mississippi Polytechnic and Agricultural College.	4	d15	4	4	3,500	0	0	1,400	0
SCHOOL OF THEOLOGY.									
Bishop Green Associate Mission and Training School.	3		10	3	5,060	0	0		0

^a Also 70 preparatory students.

^b From State appropriation.

^d Also 49 preparatory students.

^c No separate organization.

SPECIAL INSTRUCTION.

MISSISSIPPI INSTITUTE FOR THE BLIND.

Officers: a superintendent, who is also physician; 1 teacher in the literary department; 1 music teacher; 1 in the department of female work; 1 teacher of handicraft; and a matron. Pupils: white males, 14; white females, 17; colored males, 5—total, 36.

The studies pursued are not indicated in the report except in the titles of the officers, but the superintendent says that the pupils have made commendable advancement in every department, though there has been great deficiency of many needful appliances for instruction. Buildings and fences are said to be in poor condition and in much need of repair, while financial embarrassments have greatly cramped the operations of the school. Through the good management of the present board of trustees, these seem to be in a fair way to early removal.—(From report for the year 1874.)

LIST OF SCHOOL OFFICIALS IN MISSISSIPPI.

Hon. T. W. CARDOZO, *State superintendent of public education, Jackson.*

STATE BOARD OF EDUCATION.

Name.	Post-office.
Hon. James Hill, secretary of state	Jackson.
Hon. George E. Harris, attorney-general	Jackson.
Hon. T. W. Cardozo, State superintendent of public education	Jackson.

MISSOURI.

STATISTICAL SUMMARY.*

STATE SCHOOL FUND.

The permanent school fund on January 1, 1874, was as follows :

United States registered 5-20 bonds, (held by treasurer).....	\$1,619,500 00
United States coupon 5-20 bonds, (held by treasurer)	52,100 00
Missouri 6-per-cent. certificates of indebtedness, (held by treasurer) ..	900,000 00
Twenty Missouri 6-per-cent. bonds, (held by auditor).....	20,000 00
Current funds in treasury.....	20,598 74
Total	2,612,198 74

PERMANENT COUNTY SCHOOL FUNDS.

Amount of township fund.....	1,531,815 83
Amount of county fund.....	655,456 30
Amount of swamp-land fund.....	135,619 54
Total	2,322,891 67

FINANCIAL STATEMENT.

Receipts.

From State fund, including 25 per cent. State revenue.....	252,461 00
From county fund.....	181,546 00
From township fund.....	187,222 00
From taxation	1,496,433 00
Total receipts reported.....	2,117,662 00

State fund apportioned, not accounted for	99,415 00
Other moneys unaccounted for.....	379,894 00
Total funds not accounted for.....	479,309 00

Expenditures.

Teachers' wages.....	1,125,605 00
Building school-houses and purchase of grounds.....	295,026 00
Rent of rooms and repairs.....	84,513 00
Fuel and contingencies.....	67,387 00
Furniture and apparatus.....	65,822 00

Total	1,618,353 00
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Valuation of taxable property in the State	567,460,936 00
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ATTENDANCE.

Number of white children between 5 and 21 years of age, (males, 343,540; females, 324,034).....	667,574
Number of colored children between 5 and 21 years of age, (males, 20,591; females, 17,652).....	38,243

Total scholastic population	705,817
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Increase over 1872.....	32,324
Number between the ages of 5 and 16	485,249
Number enrolled in public schools, (males, 194,286; females, 177,174).....	371,440
Decrease from 1872.....	18,516
Average daily attendance.....	210,692

* From eighth annual report, by Hon. John Monteith, State superintendent of public schools, for 1873. For statistics of 1874, see Table I at the end of this volume.

Increase over 1872.....	1,812
Number reported in private schools.....	20,525
Total enrollment in public and private schools.....	391,965

It is estimated that there are about 13,000 pupils in private schools that have not reported, which would make the total enrollment for the State 404,965.

COST OF EDUCATION FOR 1873.

Cost per scholar, based on enumeration	\$3 00
Cost per scholar, based on attendance.....	5 70

TEACHERS AND TEACHERS' PAY.

Number of male teachers.....	6,231
Increase over 1872.....	515
Number of female teachers.....	3,395
Increase over 1872.....	239
Whole number of teachers	9,626
Increase over 1872.....	814
Average monthly pay of male teachers	\$39 87
Decrease.....	2 63
Average monthly pay of female teachers.....	30 36
Decrease.....	1 14

TEACHERS' INSTITUTES.

Number held.....	91
Number of days held.....	226
Number of members	3,206

SCHOOL DISTRICTS AND SCHOOLS.

Number of subdistricts	7,433
Increase over 1872.....	234

Number of public schools, (primary, 7,461; high, 86; colored, 232).....	7,829
Number of private schools	661

Total of public and private schools.....	8,490
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Increase of white schools over 1872.....	553
Increase of colored schools over 1872	55

Total increase in number of schools.....	608
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SCHOOL-HOUSES.

Number of school-houses, (brick, 424; frame, 4, 636; log, 2,164).....	7,224
Increase over 1872.....	616
Number of school-houses built during the year.....	548

VALUATION OF SCHOOL PROPERTY.

Value of houses and grounds, not including St. Louis	\$4,183,337
Value of furniture, not including St. Louis	310,304

Total value, not including St. Louis	4,493,641
Value of St. Louis property.....	2,275,865

Total valuation for the State.....	6,774,506
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ELEMENTARY INSTRUCTION.

PROGRESS.

A comparison of the statistics for 1873 and 1874 shows some advance, and probably still more might be evinced if the needful data for a fuller comparison could be obtained. Thus in the total scholastic population there appears an increase of 2,537; in receipts for school purposes, an increase of \$72,198.41; in permanent county school funds, an increase of \$714,548.83; while, in the matter of school districts existent, school-houses erected, and valuation of school property, as well as in the number of private and public schools, the number of teachers in the schools, and the rate of wages paid to teachers, the figures in the reports for the two years are identically the same.

SCHOOL-HOUSES.

The number of school-houses reported built in 1873 is held to be encouraging, considering the depressed condition of nearly every industry. One county erected 21; the whole State, 548. The lesson of economy in building seems to have been, for the most part, well learned. At the same time comfort, convenience, and neatness have usually been observed. Good furniture is becoming more general, but winter ventilation,* in any effective and harmless mode, comes slowly. One of the most interesting marks of advancement in educational ideas is said to be the public school-building of the city of Cape Girardeau. The building contains ten rooms, and is an example of convenience and plain practical economy.

TEACHERS.

The whole number of teachers for the year 1873 was 9,676, an increase of 814 over the preceding year. The increase in the number of schools for the same period was 479, showing that the teachers multiply faster than the schools—a fact that simply indicates the rapid spread of graded schools, and a corresponding improvement in public instruction.

Only 35 per cent. of the whole number of teachers in the State are females. The discrepancy in the wages of males and females cannot account for the excess of male teachers, for in this particular the State makes a better showing than most of those which have a preponderance of female teachers. Considerable prejudice against women teachers has been found to exist among the people. Figures are quoted showing that in the States where the public school system is at its best the percentage of female teachers is greater. "The only conclusion is, that for the majority of the schools women make the best teachers." *Facts and figures are given with a view of calling the attention of school officers to a "neglected advantage."

The disposition on the part of teachers to make their vocation a life-work and the growing appreciation of professional pedagogy on the part of the community combine to supply the city and town schools with a constantly increasing proportion of professional talent.—(Eighth annual report, pp. 41-45.)

COUNTRY SCHOOLS AND TEACHERS.

"The most difficult problem connected with school administration is that of the country district school." "The disadvantages peculiar to it are, chiefly, a widely-scattered population; low taxable valuation, on account of the large extent of unimproved property, and consequently slender means of support; short school-term; poorly qualified teachers; great variety of scholastic attainments; poor classification and impossibility of grading; frequent change of teachers, and a labyrinth of textbooks. It is almost impossible to suggest a remedy for these evils that does not involve the expenditure of a greater amount of money than the present condition of the rural districts will warrant. The first alleviating measure must come from an increased State tax, more nearly equalizing the burden of school support throughout the State. This will enable many school-districts to maintain both winter and summer terms, which will be a slight approach to a gradation of classes."

"The course of study for the country school must be better adapted to develop an interest in country life." Little else beyond the three staple branches should be introduced. "Writing should be a daily exercise, accompanied by the expression of original ideas; arithmetic should be carried to the last practical point;" but "grammar should not be studied by pupils under 14 years of age, and algebra and the higher mathematics, in an ungraded school with a single teacher, should be altogether dispensed with." In place of these, nearly all the pupils should be formed into one class "for the study of rudiments of physiology, botany, natural philosophy, the natural history of animals relating to the farm, the science of entomology." "A fair introduction to the classified facts, commonly called sciences, which have been named, would require no more time or brain-wear than is involved in many a country school in memorizing the rules of syntax or gaining a very insignificant smattering of algebra."

The short term of country schools makes teaching as an exclusive pursuit impracticable in country districts; hence the difficulty in securing competent teachers. The superintendent is "disposed to think that an object to be definitely aimed at is to constitute for the young men and women of the country a double life, a union of farming and teaching." Some of the best teachers now in the State work at farming in the summer. It is believed that far better results will be attained with such teachers, with their thorough acquaintance with rural life, and consequent sympathy with their pupils, than with the ordinary "professional country schoolmaster."—(Eighth annual report, pp. 45-49.)

COLORED SCHOOLS.

In 1871 the number of colored schools in the State was 212. In 1873-'74 the number reported was 282, a gain of 70 schools. It is believed that the returns do not fairly

*For good methods of ventilation, see notes in Indiana and Rhode Island.

represent the number of these schools. Many of them have been established by the direct intervention of the State superintendent, and are omitted in the returns of county superintendents. There are still cases of tenacious obstinacy in refusing to provide for the education of colored children, but complaints of this nature grow less every year. Mr. Monteith says: "The wisdom of the present law, in providing separate schools for colored children, not only has the indorsement of the people, both white and black, but is shown to be the best arrangement under the circumstances. I am satisfied the law should prescribe nothing further on this subject. The question of mixed education is one that cannot be settled by force."—(Eighth annual report, p. 36.)

COMPULSORY ATTENDANCE.

Public sentiment in the State has experienced a remarkable change in respect to enforced attendance. This fact is indicated with emphasis by the complexion of educational meetings in which an opinion has been expressed by vote. Several of these meetings took strong ground in favor of the proposition. A teachers' institute, held at Lee's Summit, adopted a resolution in favor of compulsory education for all children between the ages of 6 and 15 by a vote of 53 to 18. The citizens were then invited to vote, and stood 5 to 1 in favor of the resolution.

"But it is very evident," says the superintendent, "that a general law requiring attendance is physically impracticable at the present time." All the children of the State cannot be obliged to attend school, because there are not schools for them to attend. If the limit of school age were 16, instead of 21, there would still be 87,647 children for whom no school accommodations are provided. "A compulsory school law must compel the provision of school accommodations as an indispensable antecedent to obligatory attendance, and the two arms of obligation must work simultaneously."

The superintendent expresses the opinion, "formed in view of all the facts, that, in large towns and cities having a police system in existence, idleness and truancy should be met with an immediate remand to the common school or to the reform school; that an effective system of supervision is better adapted to the country than compulsion and will secure as ample results with less expense; but that *universal education must at all hazards be secured.*"

A REFORM SCHOOL.

Attention is called to the intimate relation of a reformatory school to a system of education; and the necessity of such an institution is insisted upon. "The proper character and methods of discipline cannot be maintained in our public schools without the resort of final separation. Boys and girls with incorrigible wills must not be left to infect their innocent companions within the same school-house walls." But, "without a special school for moral delinquents, we find ourselves in a dilemma, imposing the obligation at once to educate and to separate from the ordinary means of education."—(Eighth annual report, p. 67.)

The account of the Connecticut State Reform School, given by Hon. B. G. Northrop in his report for 1872, is quoted as evidence of the desirableness and probable success of a reform school.

SCHOOL OFFICERS' MEETINGS.

So far as molding and vitalizing public sentiment is concerned, the teachers' institute can effect only partial results. The people must be reached, and particularly those who act for the people, the school officers. It is one thing to awaken the interest of teachers in better methods of instruction and more effective school machinery, and quite another thing to bring those who manage and pay the expenses of the schools to admit the value or necessity of these innovations. For grappling with popular prejudices upon these points, meetings of school officers are a most potent measure. Such a meeting in Jefferson County brought out fifty-two school officers and one hundred school officers attended a meeting in Mercer County. Vital questions concerning the schools were earnestly discussed, with most encouraging results. In view of the success of these experiments, it is recommended that the law require but one teachers' institute in each year for each county, and, in place of the second, a yearly convention of the school officers of the county.

A NEW SCHOOL LAW.*

Since the above report was received, the State legislature has passed a new school-law, of which the following are the most important features:

Township boards are abolished, and each school district is made a body corporate, the district clerk reporting to the county officers.

The term of office of the local directorship is changed from one to three years, and a very considerable amount of power formerly given to local boards has been remitted to the people of the school district. By the law of 1870 the local directors were required to levy a tax for a four months' school, and were permitted to extend the

* Ninth annual report, pp. 5-9 and 18.

term of school to six months. They were also empowered to levy a tax for the building of a school-house. By the present law, the school term can be extended beyond the period of four months only by a majority vote of the people and the question of a tax or loan for school-building can be disposed of by the people alone.

The county treasurer is to perform the duties formerly distributed among the several township clerks or treasurers throughout the county.

A notable change is made in the county school office. In name the county superintendency is abolished, but the incumbents of the office are retained as county commissioners. Visitation of the schools, with its per-diem compensation, is dispensed with, and the duties left for the commissioner are the examination of teachers, for which a fee of \$1.50 is collectible, and the making of an annual report to the State superintendent. The election of the county school commissioner is given to the people in the several school districts at their annual school meetings.

The obligation resting upon county school officers to hold, and teachers to attend, institutes is repealed.

The new law, like the old, is very stringent in its requirements of school directors to establish colored schools where, in any district, the number of children exceeds fifteen or where the whole enumeration in the township reaches that number. Further than this, the law provides that the combination of children may be made across township lines, or in any manner in which the directors may expend the public fund for the object for which it is set apart. For the failure to provide suitable accommodations for the colored children, school directors may be subjected to a fine of from \$50 to \$500.

The retiring State superintendent, Mr. Monteith, says of this law: "While it must be admitted that the provisions of the new school law are in many respects far behind the advanced point which the progressive friends of education have reached, it is counted as an admirable result, all things considered. The senate committee aimed, not to construct the best conceivable law, but the best possible under the circumstances. As the result, we have a school-law containing the following features:

"1. It is so systematic in arrangement and division of subject as to admit of easy amendment.

"2. It is powerful enough in its main provisions to secure as good schools as those of New York, Michigan, Illinois, or Kansas.

"3. It is more stringent in its penalties for neglect of school duty than the law in either of the States just named.

"4. By placing the management of the schools in the hands of the people, it is only brought into close similarity to the laws of those States where schools are best and most popular.

"5. Already the evidences appear showing that a longer average school term will be secured under this than under previous laws and that the people will be more widely and more rapidly conciliated to the schools."

CITY SCHOOL SYSTEMS.

ST. LOUIS.*

Attendance, (report for 1873-'74, pp. 21-25, 31, 106.)—The number of children from 6 to 16 years of age is 98,207; the total enrollment in day schools, 34,273. Adding to this 5,577 children of school age enrolled in the evening schools, the total enrollment of school population in the public schools is 39,850. For the past seven years, the actual increase of enrollment in the schools has averaged nearly 3,000 per annum. Since 1858 the enrollment in day schools has increased from 9,769 to 34,273, the average attendance from 5,361 to 23,105, and the number of teachers from 123 to 601.

For several years St. Louis has been able to boast of her success in securing punctuality. Tardiness seems to decrease about 10 per cent. per year. In 1859 each pupil averaged nearly three cases per year; in 1873-'74 the average was less than three cases to four pupils; 24,553 pupils were not tardy during their enrollment. This, too, although 52 per cent. of all the pupils enrolled are under 10 years of age.

Classification and promotion, (report for 1872-'73.)—The plan of grading lately adopted is briefly stated as follows: "The system discards one general epoch of transfer and reclassification at the close of the year, and adopts instead four or more partial transfers, so arranged as to accommodate the twofold demand: First, that the ablest pupils shall not be kept back; secondly, that the ablest and highest-paid teachers shall at all times have their full quota of pupils." The promotions are not made by classes, and the system of frequent transfer does not affect the individual pupil any oftener, on an average, than the system of transfer once a year. The advantages of this system are found to be: (1) Economy: filling up the classes of the ablest and best-paid teachers and making room in the lower grades for new pupils constantly applying; (2)

* From report of Hon. W. T. Harris, city superintendent.

rapid progress : the pupils that learn readily are allowed to move forward as fast as their abilities permit, while the slower pupils and those irregular in attendance are neither allowed to hold back the more fortunate ones nor obliged to overwork in order to keep up."

Course of study.—The work of the district school course has been divided into eight grades, in accordance with a resolution adopted at a conference of western city school superintendents in 1873 to secure uniformity in methods of recording the advancement of pupils. The oral work in the lower grades has been increased and systematized with a view to prepare the pupil's mind gradually for each branch of culture, from the day of his entrance into the school. The oral lessons in natural science continue to produce good results. Three years are allotted to the first course of natural science, three years to the second course, and two years to the last course.

German, (report for 1873-'74, pp. 30 and 170.)—During the last nine years the number of schools having German-English classes has increased from 5 to 44, the number of teachers from 5 to 67, and the average number of pupils belonging from 450 to 15,769. Of these, 10,668 are of German parentage and 5,123 are Americans. Anglo-American pupils are not allowed to take up German in any grade above the two lowest, unless they are able to pass examination on all the work of the grades below. But it has been found that Anglo-American pupils who begin the study of German with the lowest grade and take all the oral lessons, conversing regarding the various objects in the room or the objects in Stribbing's pictures, do quite well with the German classes. Some of them have progressed through three years of the course of study, and seem to be able to go on indefinitely with the German classes. The division of the district school course into eight grades was a great advantage to the German department, as it extended the time for certain exercises. The full course of primary instruction in German now embraces the time occupied in the three lower English grades, *i. e.*, from three to four years.

Kindergarten instruction, (report for 1873-'74, pp. 195, 196.)—A Kindergarten has been in successful operation in one of the public school buildings since September, 1873. The whole number enrolled up to the date of the report was 90, the actual number belonging 75, and the average attendance is 95 per cent. The children range from seven and a half to three years of age, so that opportunity is afforded of illustrating the system in all its phases. In answer to the objection sometimes made, that children trained in a Kindergarten are thereby unfitted for ordinary primary work, it is stated that a class of nine children, now seven and a half years old, who were in the Kindergarten last year, have learned in two quarters to read fluently in the Second Reader; that they have also learned to write well, and that they show an aptitude for numbers which experienced teachers pronounce remarkable.

Corporal punishment.—The cases of corporal punishment are very few when compared with former years. The general average is about 1,000 cases per quarter for 25,000 pupils. This makes one case a day for each 1,250 pupils, being only one case in two days for each twelve-room school. Sixteen years ago there was one hundred times this amount.

Evening schools.—The evening schools of the past year (1873-'74) were prosperous to an extraordinary degree. The increase over the previous year in enrollment was 1,606, or more than 40 per cent. The whole number enrolled was 5,577, of whom 4,867 were males and 710 females. The good attendance diminished the cost of tuition per pupil nearly one-fourth. Since 1860, the number of schools has increased from 5 to 22, the number of teachers, from 14 to 110, and the number enrolled, from 861 to 5,577. Besides the evening schools, in which the common English branches are taught, a high evening school, called the O'Fallon Polytechnic Institute, holds a session of 80 evenings. This institute is held in accordance with an agreement with Washington University, and its pupils are enrolled in the catalogue of that university; it is regarded as a preparatory department for its polytechnic school. At the graduating exercises of the junior class of the high school, June 13, 1873, Chancellor Eliot offered, in behalf of the Washington University, three scholarship-endowments, of \$100 each, to nominees of the superintendent of public schools for the college or polytechnic departments of that university, the same to be given only to those whose pecuniary condition required it and whose examination was satisfactory. Three members of the graduating class of the high school were recommended.—(Report for 1873-'74, p. 131.)

Public library.—An act authorizing the appropriation of a portion of the public school fund of the city for the maintenance of a free public library and reading-room, with or without branches, passed the State senate March 27, 1874. Under the provisions of this law, branch reading-rooms will, it is hoped, eventually be established in remote portions of the city. It is mentioned as a noteworthy fact that "the library law had the general consent and support of all parties in the school board, as well as in the legislature, proving that the desire for the maintenance of a public library upon the most liberal and general basis emanates from one of the settled convictions of our community."—(Report for 1873-'74, p. 169.)

TRAINING OF TEACHERS.

THE NORMAL SCHOOL OF ST. LOUIS.

The record of this school for the past year has been one of great prosperity. The total enrollment was 220, against 177 the previous year. The special inducements held out to the pupils of the high school, in the way of advanced standing and admission without examination, have proved beneficial in attracting to the normal school large numbers of promising pupils.

The new course of study adopted by the board about two years ago places the culture studies mainly in the first year of the course and makes the second year a review of the common branches taught in the district schools, with special reference to the methods of teaching the same. Algebra and geometry are studied the first year and arithmetic the second. General history, natural philosophy, zoölogy, physiology, and physical geography are pursued the first year, preparing the way for a more intelligent study of political geography, English literature, and the Constitution of the United States during the second year. Latin is now studied through the entire course of two years.

The most important event in the history of the school during the last two years is the establishment of a school for observation, answering to what in other cities is called a model school. This supplies a need long felt.

The annual demand for teachers for the city schools varies from 100 to 130. The normal school furnishes more than one-third of these. During 1874, 239 graduates of this school were engaged in teaching; six hold the position of principal; and one-half of the head assistants and one-third of all the first assistants employed in the schools were appointed from this number. The number of graduates in 1874 was larger than that of any previous year and the number of applicants for admission exceeded that of any previous year, notwithstanding that the test of qualification was made more difficult and the required per cent. for admission higher than at former examinations.—(St. Louis report for 1873-'74, pp. 38, 45, 58.)

FRUITLAND NORMAL INSTITUTE, JACKSON.

Organized in 1864, this institution reports for 1874 three resident instructors, two non-resident, three years in the school course, 53 male and 24 female students, 1,000 volumes in library, (of which 80 are pedagogical,) 6 educational journals taken, and drawing, with vocal and instrumental music, taught. Eight students graduated in 1874, of whom 7 engaged in teaching. The school has a chemical laboratory, a philosophical cabinet and apparatus, and a museum of natural history.—(From special report to the Bureau.)

STATE NORMAL SCHOOLS.

The board of regents have made some changes and some additions to the faculty of each school, and have endeavored to secure the best talent the country affords. The president of the board says: "The demands of the schools are more than can be met with the present limited appropriations, and if possible we would like an additional appropriation for each school. It would be a great help if there could be a permanent fund created, and, instead of expending the entire donation of the county in which a school is located, set apart a portion of it for a sinking-fund, thus giving permanency to that which is now dependent, as it were, on the will of each assembly."—(Eighth annual report, p. 103.)

THE NORTH MISSOURI NORMAL SCHOOL, KIRKSVILLE,

Is especially devoted to preparing a better class of teachers for ungraded, primary, and intermediate schools. The great object is to fit teachers for the country district schools. The qualifications for admission are the same as for a teacher's certificate of the lowest grade. In order to extend the advantages of normal instruction, the board of regents have arranged with the faculty to hold annually two normal institutes. After the increase of the State appropriation to \$10,000 by the legislature of 1873, the incidental fee was reduced to \$3 per term. By this means about \$5,000 are raised, but the institution is still very much cramped and its work hindered from want of means. The new building, containing forty-two rooms and capable of accommodating 800 pupils, was dedicated in February, 1874. The number of pupils in 1874 was 668, 200 more than in the previous year. About 400 of these are now teaching in the public schools of the State. Forty were graduated at the close of the year. The next graduating class will be about twice as large. A larger annual appropriation is asked for.—(Eighth annual report, p. 30, and ninth annual report, pp. 41-45.)

THE SOUTH MISSOURI NORMAL SCHOOL, WARRENSBURG,

Is suffering from the want of sufficient accommodations. With an attendance of over 300 pupils, there are adequate accommodations for less than 200. The training-school was

discontinued in November, 1873, from lack of funds. The courses of study here are three: elementary, advanced, and professional. The elementary and professional combined consist of five classes and the advanced of four. Each class completes its studies in two terms, or twenty weeks. No attempt is made to extend the course of instruction beyond the legitimate work of the normal school. The principal says: "The next thing needed for the improvement of the school is a practice-school, and for the establishment of this at present we have neither room nor money. Without this necessary accompaniment, the work of the normal school is incomplete, and there results a corresponding waste."—(Eighth annual report, pp. 117, 118, and ninth annual report, pp. 46-59.)

THE SOUTHEAST MISSOURI NORMAL SCHOOL, CAPE GIRARDEAU,

Was provided for by an act approved March 22, 1873, and organized December 10, 1873. There were at the opening 35 students in attendance, and the whole number during the year was 57. The session for 1874-75 opened September 7, 1874, with a largely-increased attendance, and the number enrolled in the autumn was 127. The normal school building, a large structure, containing twelve school-rooms, a large hall, apparatus-room, &c., will be ready for use before the close of the current school year. For the present the school occupies a portion of the new public school building, one of the finest school buildings in the State, where it has had every needed accommodation. Its library, a most important aid to study, already numbers nearly 700 volumes.—(Ninth annual report, pp. 60-62.)

EDUCATIONAL JOURNALS.

Of these aids to the training of teachers Missouri possesses two, the American Journal of Education, published monthly at St. Louis in several editions for Missouri, Kansas, Mississippi, and Texas, and The Western, published also monthly at the same place, the last part of each number being devoted to educational intelligence.

LINCOLN INSTITUTE, JEFFERSON CITY.

In this school, designed especially for the training of teachers for the colored schools, a more thorough and systematic organization of the several departments has been made and the teaching force has been increased. The students who have entered during the last two years are of a higher grade intellectually than those of previous years, and show that the colored people are improving the educational opportunities within their reach. In the government of the school a marked change is observable. With no relaxation of the rules cases of discipline now rarely occur. Quite a number of the advanced students were employed as teachers during the vacation of 1873 and 1874 and since, with credit to themselves and the institute, and a still larger number will be prepared at the close of the current school year for still more thorough work as teachers. Thus the institute is beginning to bear fruit in its legitimate field of labor, the education of the colored people of the State.

In view of the demand for colored teachers and the inability of this institution to supply the demand, the State superintendent recommends that, if the trustees of the institution are so disposed, the school should be taken entirely under the protection and placed upon the support of the State, its debts paid and its necessities met. Its local management need not be changed, but its responsibilities will be more easily borne. The necessity for any incidental fee should be removed and the facilities of free books and cheap boarding should be afforded. It is difficult to see how the colored common schools are to be properly developed unless the State shall make larger provision for the fitting of teachers for these schools.—(Eighth annual report, pp. 38, 129, and ninth, p. 17.)

TEACHERS' INSTITUTES.

The law requires two institutes to be held in each county yearly. The year 1873 witnessed a more extensive use of this instrumentality and a deeper interest in its objects than any previous year. The law leaves the support of institutes entirely to the generosity of individuals, and great credit is due to the county superintendents and teachers for the personal sacrifices they have made to sustain and render them profitable.

"It is felt by many of the best teachers that there is a weakness in the institute as it is often conducted." "The arrangement has been too fragmentary and aimless." "A good institute must, first of all, have unity of aim. One mind must shape its entire course and make every contribution pay tribute to the object proposed." It should be a school conducted on a previously-determined plan, with a connected series of instructions, not a place for the discussion of "pet theories" or individual "methods." Many earnest teachers are driven away from the institutes as at present conducted or made to feel that the time and money spent in attending them are thrown away.

In cases of appeal, it has been decided that, as the law makes the attendance of teachers obligatory, they shall not suffer a loss of pay while attending an institute during the school term.—(Eighth annual report, p. 22.)

EXAMINATION OF TEACHERS.

An inspection of examination papers forwarded by county superintendents shows that there is a wide diversity in different counties as to the standard of examination. Some superintendents grant a first-grade certificate upon an examination for which others would only give a second-grade. In some counties teachers receive certificates who would be utterly rejected in other counties. The length of time for which the certificate is drawn varies in different counties. The county officers, who seem most intent upon advancing the standard of qualification, invariably give short papers and insist upon more frequent examinations. In a few instances teachers receive certificates without intellectual examination, but upon a general inspection of outside natural points. The superintendent is satisfied that, at present, no uniform standard of examination can be adopted for all counties. The principle that "half a loaf is better than no bread" must prevail in some localities, or the schools will have no teachers.

SECONDARY INSTRUCTION.

SHALL THE STATE SUPPORT HIGH SCHOOLS?

On this topic, Mr. Monteith writes, (pp. 65 and 66 of the eighth annual report:)
 "Having once established a university, with a generous endowment, to meet the higher education, there would seem to be an *a fortiori* reason in defense of the maintenance of any grade of schools lower than the highest at the expense of the State. The two cases, however, are not quite parallel; neither does the one include the other. The university is for the whole State; high schools are for particular localities. If it is found that high schools are absolutely needed as feeders for the university, then it may be proper for the State, with public funds, to place here and there these 'stepping-stones' to its highest educational privileges. In this case all such high schools should be free and open to all the State or be everywhere distributed. But this scheme is scarcely practicable. Besides, the university is not an end, but a means. High schools should not be established for the university, but the university should exist for the high schools.

"All that the State can consistently do in the matter of intermediate education is to make the most ample provision for the maintenance of more advanced departments of graded schools in all those localities where the need of them ripens. As they are for local benefit, they should be supported by local and not by State funds. The public school fund has, under the constitution, one simple and single work before it, and that is *diffusion*. Until by this process the facts of the last census are entirely changed, the State will endanger its life by the concentration of the smallest part of the school fund that does not equally benefit the whole people. The fact that Missouri embraces within her limits over 50,000 voters who cannot write, 40,000 between 15 and 21, and a total of over 200,000 over 10 years of age in the same condition of illiteracy—this fact gives a stern emphasis to the watch-word of her school-system: *Diffusion*. The one great duty before us is to carry the best advantages of a common school education—conferring the ability to read the laws and perform the duties necessary to an intelligent, self-directive life into every corner of the State.

"The propriety of establishing high schools in towns and cities must be decided by the school-boards. In these cases the burden of additional tax necessary for the support of the higher department will fall upon the heavier property-holders, who, as a rule, are most likely to demand the advantages of the high school."

ST. LOUIS HIGH SCHOOL.

In the report of this school, attention is called to the progress from year to year in regularity and punctuality, as well as to the increased influence which the school exercises over its pupils in holding them to the purpose of completing the course prescribed. During the period from 1859 to 1865, 53 per cent. of those admitted remained longer than one year, 26 per cent. longer than two years, 15 per cent. longer than three years, and 13 per cent. graduated. From 1865 to 1873, a period of eight years, 57 per cent. have remained longer than one year, 36 per cent. longer than two years, 28 per cent. longer than three years, and 25 per cent. have graduated. The average percentage of attendance for sixteen years has been 96.5.

During the past two years the junior class, including all the pupils of the lowest year of the high school course, have been instructed in branch high schools. These are now four in number, besides a high school class in one of the district schools. These branch schools relieve the high school from overcrowding, and can, without the expense of separate buildings, be increased or diminished in number according to the size of the class, and can be located so as to suit the varying needs of the population. The connection of these schools with the district schools also secures a more perfect grading in the latter.

The graduating class of the high school in 1874 numbered 57, the largest the school has ever sent forth.—(Report of Superintendent Harris for 1874, pp. 71-104.)

STATE HIGH SCHOOLS.

In the tables of the eighth and ninth annual reports, in which the schools of the State are summed up by the State superintendent, there appear 86 high schools. But whether there is any uniform course for these, or whether any considerable proportion of them are prepared to fit students for the university, does not appear from the report. The recommendation of the president of the State university that the plan adopted in Michigan and elsewhere should be adopted here leads to the inference that thus far there is no direct link of connection between the high schools and university.

OTHER SECONDARY SCHOOLS.

The various colleges in the State present together an aggregate of 1,682 students in their preparatory departments, the courses of which are supposed to be equivalent to those of the academies in other States, leading up to the freshman class in either the classical or scientific departments of the colleges.

Besides these, four schools for boys, two for girls, and six for the two sexes together report to the Bureau a total of 63 teachers and 1,106 pupils. Of these pupils, 178 are said to be engaged in the study of the ancient and 240 in the study of modern languages, while 77 are explicitly preparing for a classical course in college and 26 for a scientific course. Drawing and vocal and instrumental music are taught in most of these schools, and they have generally libraries of 400 to 2,000 volumes.

BUSINESS COLLEGES.

Eight of these aids to a commercial training report 43 teachers and 6,077 pupils, of whom 115 are in German and 33 in French. Their courses are from three months to four years. Four have libraries, numbering 200 to 400 volumes.

SUPERIOR INSTRUCTION.

UNIVERSITY OF THE STATE OF MISSOURI.

The State superintendent, after reviewing the history of the university in his eighth annual report, pp. 26-28, arrives at the following conclusions: That the university has within the past six years made remarkable progress; that it has been ably, intelligently, and economically managed; that it has an excellent corps of instructors; that the theory upon which it is operated is the very best for a school of the highest order in the Mississippi Valley; that the extent to which this theory has been actualized is as great as the general educational condition of the State and the financial resources of the university will admit.

The improvement for the year 1873-'74 is thus noted by the president: "The number of students is larger than ever before, though undoubtedly diminished by the financial condition of the country." "The order and punctuality of attendance are better than ever before; and the general conduct of the students has been such that, but for some recent occurrences, it might have been pronounced perfect." "The departments of instruction are more complete and better systematized than heretofore. This is a natural result of healthful and harmonious progress."

The teaching force has been increased and the libraries and apparatus have been greatly improved. The latter is now not surpassed in the United States, and its appointments would be regarded as honorable to any scientific institution in the world. The laboratory of analytic and applied chemistry was successfully opened in September, 1873. The agricultural and horticultural courses are most efficiently managed. Seventeen young ladies are pursuing the latter course. The organization of the normal department is more complete than heretofore, and the means of instruction more ample. The present number of lady students in the different departments is 44. At the close of the last session one young lady graduated in the same full and severe course as required of young men, and one bore off the prize in Greek. One of the most urgent wants of the university is a building as a home for female students. With such a building, the number would at once be increased to not less than 150.

All the courses of study in the school of mines have been extended, and the election of Prof. George D. Emerson to the chair of civil and mining engineering has greatly strengthened the course in mining and has developed a full course in civil engineering. The collections have been increased and a small but well-selected library of technical works has been added. The preparatory department of the school is doing excellent work. The importance of the preparatory course as a feeder to the technical schools proper will be partly realized when it is stated that, of twenty students now in the first-year class of the school, *all but three* were admitted, after a rigid examination, from the preparatory class. The whole number of students is 89.—(Report of directors for 1873-'74, pp. 97, 98, of eighth annual State report.)

The president of the university advocates the adoption of the plan pursued in the Universities of Michigan and Wisconsin, by which students are received from high schools of the State, without additional examination, as from preparatory schools of

the same institution, and the courses of instruction in these schools are adapted to the requirements of the university. "This," he says, "is manifestly the true idea; it is the intention of the constitution of our State, and it will prove equally beneficial to the university and to the high schools which shall come up to the required standard."

The university is still crippled and its growth hindered for want of a sufficient income. The amount available for the entire support of the university, including the school of mines at Rolla, is only about \$40,000, "a sum not much greater than that given last year by the Michigan legislature as an additional sum to its already large revenue, to keep her university to its existing standard."

OTHER INSTITUTIONS FOR SUPERIOR INSTRUCTION.

Four colleges are reported as offering the advantages of all their classes to both sexes on equal terms, viz: Lincoln College, at Greenwood; McGee College, at College Mound; Woodland College, at Independence, and Drury College, at Springfield. The last-mentioned institution is only in the second year of its existence, but is free from debt, has a promise of \$100,000 towards an endowment-fund, and seems to have before it a career of great usefulness. A normal department is connected with the college. The tuition in this department is only one-half the regular college rates, but students are required to sign a pledge to teach at least one year in the public schools of the State.

Five denominational colleges are reported: three Catholic—St. Vincent's, St. Joseph, and the St. Louis University—the William Jewell, Baptist, and the Central, Methodist. Statistics of all these colleges will be found in the tables at the close of this Report and a brief summary in that which appears below.

THE WASHINGTON UNIVERSITY OF ST. LOUIS.

During the past year the university has been the recipient of donations by which its endowment-fund has been increased \$82,000. The number of students reported in all departments for 1873-'74 was 908, distributed as follows: Academy, 333; Mary Institute for Young Ladies, 278; college, 34; polytechnic institute, 37; elementary department polytechnic institute, 186; law school, 40. The conditions of admission to the polytechnic school have been revised, and indicate a decided advance. They will require on the part of students at least a half-year's additional work. A still further advance is contemplated, and in 1876 a knowledge of Latin will be required as a condition of admission.

It may be seen from the proportion of preparatory to collegiate students—797 in the different preparatory departments to 71 in the collegiate classical and scientific—that this university is thus far largely in the position of a high school, though doubtless its collegiate classes will form a nucleus around which a true university will eventually grow up.

A donation of \$6,000 has recently been made to the university for the establishment of six free scholarships in the law school.—(Catalogue for 1873-'74.)

PROPOSED BAPTIST COLLEGE.

It is stated that the Western Baptist Educational Union has purchased a building in St. Joseph, containing one hundred and eighty rooms, at a cost of \$120,000 in gold, for the purpose of establishing a college or university under the control of that denomination. Some of the wealthiest citizens of St. Joseph are members of the board of trustees.—(New York Times, January 2, 1875.)

Statistics of universities and colleges, 1874.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship-funds.	
Central College.....	7	33	111		\$40,000	\$60,000	\$5,000	\$2,469	\$0		200
Christian University*.....	7	1	166		100,000						600
College of the Christian Brothers.....	30	0	270	34	150,000	0	0	50,600	0	\$0	15,000
Drury College.....	9		130	32	35,000			4,000	0	0	1,200
Hannibal College.....	6	0	73	44	13,850	0	0	5,200	0	0	
Lewis College.....	6		72	10	25,000			1,800			3,000
Lincoln College.....	4		270	5	2,000				0		300
McGee College.....	16		115	227	35,000			5,000			2,575
St. Joseph's College.....	15		110	65	18,000			6,500			2,945
St. Louis University.....	22	0	59	315							24,500
St. Vincent's College.....	16	0	54	82					0	0	5,500
Thayer College.....	11	0	59	14	50,000	0	0	500	0	0	275
University of Missouri.....	31		216	181	250,000		25,000	7,000	13,250		28,200
Washington University.....	30		360	60	200,000	350,000	22,000	50,600	0	45,000	2,500
Westminster College.....	6	2		95	30,000	90,000	8,000	3,000			2,500
William Jewell College.....	6	4	40	84	75,000	100,000	4,000	12,000			2,500
Woodland College.....	6		90	33	20,000			500			

* From Report of Commissioner of Education for 1873.

a Unclassified.

b Also 42 students unclassified.

c Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCHOOL OF MINES AND METALLURGY.

This institution—a department of the University of the State of Missouri, and now in the fourth year of its history—is a school of technology, with civil and mining engineering and metallurgy as specialties. Its location at Rolla, on the line of the Atlantic and Pacific Railroad, is well adapted for carrying out the purposes of its establishment, being in the midst of an extensive and rapidly-developing iron section, with districts abounding in lead and zinc deposits within easy access. The apparatus, instruments, and other appliances already possessed by the school are very complete and of the best approved forms. The geological, mineralogical, and technical collections are rapidly increasing. Under the act creating the geological survey of the State, this school is the depository of one of the three collections of specimens made during the progress of the survey.

Applicants for admission to the preparatory department must be at least 16 years of age and must pass an examination in the ordinary branches of an English education. For admission to first-year studies, students must be at least 17 years of age and must pass an examination in all the regular studies of the preparatory department. Special students in any department are admitted without examination. For the convenience of those not desiring to take the full professional course, a second or supplemental year will be added to the preparatory department. This will constitute, with the year in the preparatory proper, a two years' English course. An evening course of lectures on anatomy, physiology, and hygiene, delivered during the winter, is open to all students. The fees for instruction are the same as at the other departments of the university, an annual entrance-fee of \$10 and an assessment of \$5 per semester for incidentals and use of library. The number of students is 107, of whom 54 are in the preparatory department, and 29 are partial students. Number of faculty, 7.—(Report of curators, 1874, pp., 82, 83.)

AGRICULTURAL DEPARTMENT OF STATE UNIVERSITY.

In the report of the board of curators of the university for 1874-'75 it is said: "It is to the honor of the farmers of the country that they have everywhere demanded the admission of women to the agricultural colleges, just as they have to the granges

which they have established for the improvement of the agricultural classes. In the neighboring State of Kansas, in the agricultural college, the whole number of students is 117, and of these 75 are females. The farmer demands the best education for his sons and daughters. Agriculture is placed on a par in the university with any other science or art, in honor, in extent, in rank."

As illustrative of the importance of the agricultural course, the report stated that in 1860 the mechanical and manufacturing industry of the United States yielded nearly \$2,000,000,000, and in 1870 agriculture yielded more than that sum—either of which sources of wealth would more than pay off the national debt in a year, to say nothing of an additional quarter of a billion from mining, equally benefited by this education. The agricultural and mechanical colleges represent educationally the two greatest interests of modern civilization, not only in the United States but in the whole world. But scientific and industrial education represent still another thousand million, and more, in the construction of our railroads, now over 70,000 miles, and in our telegraph system, circling the whole earth.—(State report for 1874, pp. 31, 32.)

Statistics of schools for scientific and professional instruction.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	
SCHOOLS OF SCIENCE.									
Missouri Agricultural and Mechanical College.	10	92	4	\$100,000		\$12,000	\$500	200	
Missouri School of Mines and Metallurgy	5	253	3	16,500	625,000	11,500	1,000	1,400	
Polytechnic department of Washington University.			4						
SCHOOLS OF THEOLOGY.									
German Evangelical Lutheran Concordia College.	6	150	3	40,000				4,550	
Jeremiah Vardeman School of Theology, (William Jewell College.)	4	2	48	4	40,000	2,500			
St. Vincent's College, (theological department.)	16	157	5						
Theological school of Westminster College.									
SCHOOLS OF LAW.									
Law College, University of Missouri.	6	21	2					706	
St. Louis Law School, (Washington University.)	9	40	2				2,500	2,950	
SCHOOLS OF MEDICINE.									
Kansas City College of Physicians and Surgeons.	8	15	2	30,000	1,000	100	960	75	
Medical College, University of the State of Missouri.	6	15	2						
Missouri Medical College	12	200	2	60,000			12,000	1,000	
St. Louis Medical College	19	190	3	45,000	0	0	12,222	2,500	
Homeopathic Medical College of Missouri	12		2		0	0	2,000		
Missouri Dental College	10	16	2					100	
St. Louis College of Pharmacy	3		2	2500			1,500	100	

a Also 54 preparatory students.

b Also one-fourth proceeds of agricultural land grant.

c Reported with classical department.

d Apparatus.

SPECIAL INSTRUCTION.

INDUSTRIAL SCHOOLS.

"Prison statistics show that one prolific source of mischief and crime is idle hands—and idle hands are the direct result of ignorant or untrained hands. It is just as much

the duty of the State to train and pre-occupy these idle hands as it is to forge manacles for them when they are caught in misdoing."

"Another view of the subject regards the prosperity or thrift of the State; no State, perhaps, more than Missouri, with its vast extent and variety of natural resources, needs to turn its attention to self-development. If possible, we should work up all our raw material at home. To accomplish this desideratum, we should not be obliged to send elsewhere for skilled hands, when timely attention and a little rightly-invested capital will furnish the hands of Missouri boys and girls with the requisite craft."

In view of these considerations, the superintendent heartily concurs in the recommendation of the governor to establish a State industrial school, and recommends the Arcadia Valley, as presenting "advantages and attractions for such an institution unsurpassed by any other locality in the State."—(Eighth annual report, pp. 69, 70.)

MISSOURI ASYLUM FOR THE EDUCATION OF THE DEAF AND DUMB.

The number of pupils present at the opening of the term of study this year was larger than ever before. The whole number under instruction during the year was 153: males 75, females 78. The whole number admitted since the organization of the asylum in 1851 is 449. The last general assembly appropriated \$23,000 for the purpose of making additions to the building. Some additional appropriation will be needed to satisfactorily complete the work.

Considerable trouble is experienced from the fact of many parents not being willing to send their children to the school until they are too old to derive full benefit from its instructions. These pupils find themselves under the humiliating necessity of pursuing preparatory studies at an advanced age, and their progress is slow and discouraging. The younger pupils learn with much more facility. This subject is earnestly commended to the consideration of friends of such unfortunates. The appointment of a separate professorship for instruction in articulation and lip-reading is strongly advised. Numbers of deaf and dumb children, who are also imbeciles, are brought to the institution every session. These cannot be received. It is hoped that the State will before long make some special provision for this class of unfortunates.

No trades are taught, owing to the want of a sufficient appropriation for the purchase of material and tools, and the only occupations of the male pupils are gardening and keeping the grounds in order. The females are instructed in needle-work and domestic duties.—(State report for 1873, pp. 136-139.)

MISSOURI INSTITUTION FOR THE EDUCATION OF THE BLIND.

The present class, numbering 93, is the largest that has ever been in the institution. This number could easily be increased to over one hundred, if the appropriation would admit of such increase. For the means at command, the number is already too large. The *morale* of the institution was never better, nor were the pupils ever making more satisfactory progress.

A scholarship has been secured for the benefit of the school in the Washington University of St. Louis, and one of the pupils has been placed in that institution. Another is attending the normal school in St. Louis, and stands well with her class.

A normal class, composed of the most advanced pupils, has been organized in the institution, with a view of fitting them to teach in the public schools of the State. Little doubt is felt that they can be fully qualified for this work.

Thorough musical instruction is given, with a view of fitting some of the pupils as teachers of music. All the pupils are instructed in some kind of handicraft.—(State report for 1873, pp. 146, 147.)

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

The annual meeting of this association was held on the 30th and 31st days of December last at Warrensburg. About one hundred teachers were present.

Resolutions were adopted recommending: 1, the adoption by the State university of the plan of other States in regard to the admission of students from the high schools into the classes of the university; 2, the appointment of a committee from the association to consult with the faculty of the university concerning the carrying-out of this recommendation; 3, a more careful study in all our schools of the history and Constitution of the United States and of the State of Missouri, as well as the general principles of the science of government; 4, that the legislature shall, by a more liberal system of taxation, place public school privileges within reach of all the children of the State; 5, that the legal school term be increased from four to, at least, six months, districts having the power to increase it by vote to ten; 6, that vocal music shall be required by law to be taught in the public schools; 7, that, in view of the importance to the success of the school system of the office of county superintendent, the power and influence of the office be extended.

Also the following :

"*Resolved*, That we recognize the great value of, and most fully indorse, the work of General John Eaton, the United States Commissioner of Education, and we respectfully ask our legislators and Representatives in Congress to render the Bureau of Education every possible facility for collecting and distributing the important facts and statistics embraced in the circulars and Annual Report of the Commissioner."—(Eighth annual report, pp. 73-75.)

LIST OF SCHOOL OFFICIALS IN MISSOURI.

Hon. R. D. SHANNON, *superintendent of public schools, Jefferson City.*

STATE BOARD OF EDUCATION.

Name.	Post-office.
Hon. R. D. Shannon, State superintendent of public schools.....	Jefferson City.
Hon. J. O. Hockaday, attorney-general.....	Jefferson City.
Hon. Michael K. McGrath, secretary of state.....	Jefferson City.

NEBRASKA.

STATISTICAL SUMMARY.*

CONDITION OF PERMANENT SCHOOL FUND.

Certificates of indebtedness.....	\$158,837 67
State warrants.....	100,899 48
County and school-district bonds.....	17,000 00
Bonds and mortgages.....	81,000 00

Total for 1873 358,537 15

To which may be added about \$790,000 in notes held by county treasurers for school lands sold, and including also the valuation of school lands leased.

Whole fund for 1874, \$419,947.34.

	1872.	1873.	1874.
RECEIPTS.			
Balance on hand at beginning of year	\$61,248 68	\$92,527 20	\$154,144 03
Apportioned by county superintendents.....	171,739 08	229,886 04	261,871 88
Tax for building school-houses.....	141,309 91	228,693 89	204,998 07
Tax for paying teachers' wages.....	42,082 20	52,495 40	73,920 06
Other district taxes	17,516 05	40,678 13	80,575 95
Tuition of non-resident pupils.....	1,491 97	1,115 94	1 576 66
Amount received from all other sources	92,695 70	255,793 34	271,653 55
Total resources for the year.....	537,680 39	901,129 94	988,740 20
EXPENDITURES.			
Paid male teachers	102,941 75	141,277 76	165,566 86
Paid female teachers.....	92,952 42	131,047 66	158,066 08
Paid for building and repairs.....	157,568 25	341,255 32	369,114 47
Paid for all other purposes.....	82,952 22	138,323 24	182,608 22
Total expenditures.....	436,414 64	751,903 98	1,001,957 03
Amount on hand at close of year	97,681 33	163,172 91	129,601 40
Total indebtedness.....	176,075 83	649,397 77	918,955 01
ATTENDANCE.			
Number of children between 5 and 21 years	51,123	62,647	72,991
Number of children enrolled in school.....	28,786	37,872	47,718
Number attending not of school age.....	480	737	.....
Number of days' attendance by enrolled pupils.....	2,061,415	2,443,974	2,624,490
Number of days' school during the year.....	107,205	158,762	196,902
Number of districts maintaining school six months .....	.....	603	749
Number of graded schools.....	.....	21	32
Number of private schools	43	21	30
Number of pupils in private schools.....	767	737	863
TEACHERS AND TEACHERS' PAY.			
Number of male teachers.....	773	1,046	1,252
Number of female teachers.....	739	1,176	1,483
Whole number of teachers	1,512	2,222	2,735
Average pay of male teachers per month.....	\$38 50	\$39 36	\$37 98
Average pay of female teachers per month.....	33 40	33 90	32 12
Number of days' board given by districts	7,754	5,927	4,522
Number of teachers' certificates granted during the year.....	.....	.....	2,684
Number of teachers' certificates granted during the year— First grade, 74; second grade, 923; third grade, 1,031.....	.....	2,023	.....

* From report of Hon. J. M. McKenzie, State superintendent of public instruction, for the year ended December 31, 1873.

† Superintendent's figures.

Statistics—Concluded.

	1872.	1873.	1874.
SCHOOL DISTRICTS AND SCHOOL-HOUSES.			
Number of organized counties.....	45	59	60
Number of organized districts.....	1,410	1,863	2,215
Number of brick school-houses.....	41	46	52
Number of stone school-houses.....	24	30	62
Number of frame school-houses.....	473	848	1,231
Number of log. sod, &c.....	149	214	171
Whole number of school-houses.....	687	1,138	1,516
VALUATION OF SCHOOL PROPERTY.			
Value of school-houses.....	\$739,069 00	\$1,024,383 14	\$1,546,480 73
Value of school sites.....	76,702 00	136,885 00	180,209 71
Value of books and apparatus.....	2,491 99	5,745 73	7,445 41
Total value of school property in the State.....	\$19,163 59	1,167,013 87	1,734,135 85

ELEMENTARY INSTRUCTION.

CONDITION OF PUBLIC EDUCATION IN THE STATE.

The statistics for the year 1873 show a great advance, in many respects, over the previous year. An increase of nearly 12,000 children of school age shows plainly that Nebraska is rapidly filling up with actual settlers; and an increase of 386 good, substantial school-houses conclusively proves that these settlers bring with them intelligence and enterprise. Many of the towns have made considerable approaches towards graded schools; and the general desire to obtain teachers of a better grade evinces progress in the right direction. The amendments made to the school law during the session of 1873 were in the main judicious, especially those relative to the grades of teachers' certificates. If the spirit of the law is carried out, a great improvement in the qualifications of teachers may be expected.

One of the greatest disadvantages of the present system is the constant change of teachers. There must be permanency in this respect before any course of study can be successfully carried out. The educational system of the State seems to be entirely inverted; it demands good teachers, yet refuses to insure permanent employment or adequate compensation. This is the great obstacle in the way of procuring competent teachers.

Reports from county superintendents show that many of the school-houses in the State are in a very unsatisfactory condition in some respects. The accommodations are generally fair, but 239 have no blackboards, 1,257 are entirely destitute of apparatus, 518 have no outhouses, 415 are reported in bad condition in this particular and only 232 as satisfactory. Attention to the condition of school-houses and their surroundings is earnestly urged upon school officers and parents.

The increase of 9,036 in the number attending school is very gratifying; but there are still over 25,000 children in the State between the ages of 5 and 21 who are under no instruction. With the growing popular interest in education the number of non-attendants will undoubtedly be gradually lessened.

The superintendent notes with great gratification that, in his intercourse with the people in all parts of the State, he has found them "ever ready to extend the cause of education and advance it to a higher degree of efficiency."

PROGRESS IN FOUR YEARS.

Superintendent McKenzie, closing his first term of service with the report for 1874, gives the following comparison of the present condition of the educational field with that of four years previous:

In 1870 there were thirty-two organized counties, now there are sixty; then there were 797 school-districts, there are 2,215 now; then there were 298 school-houses, valued at \$177,006, now we have 1,516, valued at (including sites) \$1,546,480.73; then we had 32,762 children of school-age, now we have 72,991, an increase of 40,229; then we had 536 teachers, receiving \$57,738.43—the males receiving \$38.14 per month, the females \$33.72; this year there are 2,735 teachers, receiving \$342,806.26—males, \$37.98 per month, females, \$32.12; the number of private schools then were 70, with 1,473 pupils, this year we have 30, with 863 pupils. The amount apportioned by the State superintendent, December, 1870, was \$60,849, the present year it is over \$184,000; total district indebtedness then was \$31,657.09, now it is \$918,955.01.

Thus it will be seen at a glance that the common school interests of Nebraska have advanced from 100 to 1,000 per cent. during four years. And what is true of the material advancement is correspondingly true, to a good degree, of the moral and intellectual growth, there being a better, more intellectual, earnest, and successful class of teachers, and, as a consequence, a higher grade of scholarship in schools.—(Report for 1874, p. 9.)

DISTRICT INDEBTEDNESS.

The superintendent remarks, (report for 1874, pp. 10, 11 :) "There is one item, however, in the above comparison that does not greatly elate us to consider.

"In 1870 the district indebtedness was somewhat more than \$31,000, now it is nearly one million, (\$918,955,) or nearly 3,000 per cent. greater. This has mostly arisen from debts contracted for the erection of school-buildings.

"There has been, I may say, a reckless extravagance in this direction exceedingly unfortunate. Districts are now burdened with debts, the interest on which they are unable to meet and keep up their school at the same time; hence school-bonds have greatly depreciated and the credit of the State abroad has been greatly impaired.

"In some school districts a large expenditure was absolutely necessary to afford suitable accommodations for the pupils then in the districts; against such no just criticism can be made. But there seems to be a school-bond mania in the State, that has led many districts thoughtlessly, and I may say needlessly, into debt."

Then he goes on to say: "As this is still the era of school-house building, let the State learn wisdom from the past, and so modify the law as to allow no school district to issue bonds greater in amount than 10 per cent. of its taxable real estate, making the bonds in that event run ten years or longer; but, should bonds be issued for a less time, they should not exceed in amount more than 5 per cent. of the taxable real estate. In allowing 10 per cent. of the valuation to be bonded, it then requires 10 mills or more on the dollar to pay the interest; this, when viewed from a business stand-point, appears like paying an exorbitant rent for a school-house.

"Wisdom dictates that a due regard to the future should enter in all our plans, but it is worse than folly to embarrass ourselves for a wholly prospective good, as many instances of school-house-building evidence.

"A good, substantial, convenient school-house can be erected in almost any school district in the State sufficiently large to accommodate fifty pupils for less than \$1,500 in bonds when the above conditions are met."

SCHOOL LANDS.

During 1873 only 9,589.64 acres of school lands were sold, at a total price of \$70,207.89, or about \$7.33½ per acre. It is hardly probable that much will be sold at the present price for several years to come. A great quantity of that already sold reverted to the State, so that the income from that source was less in 1873 than in 1870. Then the interest on unpaid principal of school land amounted to \$68,090; in 1873 to only \$64,052. It is questioned whether these lands are not held too high, and whether it would not be wise to reduce the price to the constitutional limit. The hope is expressed that the next legislature will make such provision for the lease and sale of school lands as will not only aid the future generation but assist in educating the youth now in the State.

The lands selected in lieu of lands lost on account of the half-breed tract in Richardson and Nemaha Counties were rejected by the Commissioner of the General Land-Office, and an appeal was taken from his decision to the Secretary of the Interior. It is hoped the decision will be reversed, as a large quantity of land will otherwise be lost to the school-interest of the State.—(State report for 1873, p. 74.)

SCHOOL RECORDS.

Anything like a uniform system of reports can only be secured by furnishing the several districts with uniform record books. During the session of the legislature in 1873, a persistent effort was made to have a law passed authorizing the State superintendent to supply each district with such books at the expense of the State. This bill passed the house, but not the senate. The attempt to secure uniformity of records in this way having failed, the State superintendent has prepared a set of school records, with which he recommends each district to supply itself. An effort will also be made to secure a county superintendent's record.—(State report for 1873, p. 84.)

COUNTY SUPERVISION.

On this important point the State superintendent remarks that school supervision is the most vital question in our educational economy; that, among all the county officers, none is more important than the county superintendent. Nevertheless, this office is, in the eyes of many, entirely useless—an expense with no adequate return to the people. It must be admitted that school supervision too often amounts to a mere sham, of no benefit to teacher, school, district, or State; and it is no wonder that such super-

vision is held in such disrepute. County superintendents are now on trial. If the office is made truly effective, as it can and should be, Nebraska will be saved from the blunder that other States have committed—that of abolishing the office and throwing the whole school system into inextricable confusion, and in a few years being compelled to establish it again. It is recommended that the school law be amended so as to make the election of the county superintendents entirely independent of politics, and also to require fixed qualifications for the office. At present no literary qualifications are required, and men of no educational fitness whatever are as likely to be elected as those properly qualified. No man should be elected to this office who could not pass the examination necessary to receive a first-grade certificate.—(Report for 1873, pp. 45-49.)

OBLIGATORY EDUCATION.

As to an act for securing the educational rights of children, the superintendent says: "I have no question in my own mind concerning the right of our legislators to enact such a law. The question is rather one of expediency." "Our system should secure a good education to every child. Call it compulsory if you please, but no child should be allowed to reach the age of 16 years without enjoying the advantages of school a sufficient length of time to enable him to learn to read and write." "While I believe we are a progressive people, I fail to see wherein we have any great reason to hope for greater efficiency in our present system. I believe we must take a step in advance, and that step is a law that will compel the parent or guardian to afford the child the advantages of school."—(Report for 1873, page 50.)

CITY SCHOOL SYSTEMS.

OMAHA.

Officers: a board of directors and city superintendent. Total population of the city, according to special census in March, 1874, 19,140; children of school age, 4,019; number enrolled in public schools, 2,426; enrolled in private and parochial schools, 376; total in all schools, 2,802; average daily attendance in public schools, 1,542; in private schools, 340; in all schools, 1,882. The public schools comprise 3 primaries, 4 graded schools, and 1 high school, with 8 school-buildings in use and seating-capacity for 1,659 children. The number of teachers employed in 1874 was 41, of whom 40 were regular and 1 special: males 8, females 33; salaries paid teachers, in the aggregate, \$30,968.75; paid superintendent, \$2,400. The incidental expenses of schools in the city system were, \$15,231.79, which, added to cost of supervision and instruction, gives a total of \$58,600.54, making the cost per annum, for each pupil, based on average attendance, \$28.75. Duration of schools in days, 198.—(From Report of Superintendent S. D. Beals.)

LINCOLN.

Officers: a board of directors and city superintendent. Population of the city, about 6,500; that of children of school age not given; enrolled in public schools 999; average attendance, 88 per cent. of enrollment. School-buildings, 5, of which 4 are frame and 1 brick; school-rooms, 15; kinds of schools, primary, secondary, intermediate, grammar, and high school; seatings for children, 800; value of school property, \$30,000. Teachers, males 2, females 13—total 15; salary of principal or superintendent, \$1,300; male teacher, \$35 per month; females, \$55 to \$75.

The methods of teaching in the schools are varied according to circumstances, no iron rule being held to. A mingling of text-book and oral training is generally found most advantageous.

The government is mild. The use of the rod is restricted to aggravated cases, and the number of such cases is reported to be lessening. Without forbidding whipping, the intention is to dispense with it as much as possible.—(Report of Superintendent W. W. Jones.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

The last report of this institution stated that, with the beginning of the year, September 1, 1873, the State Normal School entered upon a new era. The new building, which was then for the first time occupied, was said to be well suited to the immediate wants of the school, and a great aid in placing it on a higher plane. The organization of the school had been carried to a higher point and a more complete gradation secured than had been possible before. There was instituted a graded course of study extending through twelve years. The attendance was larger than ever before and steadily increasing. The great majority of the pupils had come to fit themselves to teach, and were, in that sense, normal students. The raising the course of study and the standard of admission had reduced, for the time, the number in the higher department. By a wise and liberal act of the board of education, tuition in the normal and preparatory school was, after the term then begun, made free to all.

The report for the session beginning with September 1, 1874, indicates some changes in the officership, and proceeds to say that the school, as now organized, consists of two departments, the preparatory and the normal.

The preparatory has a course of three years and a definite standard of admission. Its aim is, first, to secure thorough mastery of the elementary branches; and, secondly, to develop some intellectual vigor and to induce correct habits of thought and a love for learning. The elements of the natural sciences are introduced: botany in the first year, zoölogy in the second, physiology and physical geography, Latin, algebra, and United States history in the third year. Attention is also given to drawing and vocal music.

The normal department has a course of four years. Its aim is to impart that knowledge and discipline which will be most valuable to those who enter it, giving them general development and fitting them especially for the work of teaching. The attendance for the year ended June 23, 1874, was larger than ever before—87 in the normal department, 144 in the preparatory.

The year beginning September 1, 1874, shows an enrollment as follows: In normal: fourth-year class, 4; third-year class, 7; second-year class, 14; first-year class, 40—total 65. In preparatory: A class, 25; B class, 78; C class, 41—total, 144. (The fourth year normal is the most advanced class; the C class preparatory, the least advanced.)

This is an increase over the enrollment of September 1, 1873, of 5 in the normal and 42 in the preparatory, making in the preparatory at the outset 1 more than during the whole of the preceding year. In the whole school there were at the beginning of 1874-'75 within 14 as many as were enrolled during all of 1873-'74. Of the 80 normal students in attendance in that year, 30 returned, more than 30 engaged in teaching, 3 entered school elsewhere, 1 at the California State Normal School at San Francisco.

TEACHERS' INSTITUTES.

The institute work during the year 1873 was much more extensive and profitable than ever before. Six institutes of three days each were held in different places, with a total attendance of about 250 teachers. A system of normal institutes was also inaugurated. Four of these were held of two weeks each. Between four and five hundred regular teachers took part in these institutes, and more than four times that number of the people listened to the lectures and discussions on educational subjects. The legislature at its session for 1873 refused to allow anything for institute work. This is considered a great mistake, in view of the fact that institutes must for years to come be the main dependence of the State for the instruction of its teachers. A change in the method of conducting institutes is suggested. "The institute should be made a school requiring study on the part of the teachers, and regular class-drills should be held daily. Let all frivolous discussions be entirely ignored and let good, solid, sensible work be done." It is recommended that the attendance of teachers upon the institutes be made a condition of their receiving certificates. The superintendent remarks in conclusion: "Whatever may be the action of the legislature, at its next session, in regard to this matter, I am fully satisfied that our school interests must suffer, if some provision be not made for more extensive and thorough training for our teachers."

EDUCATIONAL JOURNAL.

The Nebraska Teacher, which reached its third volume in 1874, is one of the agencies for training teachers in this State, containing, like kindred publications elsewhere, papers on school management, school discipline, and proper methods of teaching, as well as unusually full reports of the papers read and addresses made at teachers' institutes and at the meetings of the State Teachers' Association. It has also an official department under the control of the State superintendent.

SECONDARY INSTRUCTION.

REGULAR COURSE OF STUDY FOR HIGH SCHOOLS.

The law establishing the university provides for the admission, without further examination, of any person who shall present a certificate from a county superintendent that he has passed honorably through the course of study prescribed in a high school. Under this provision, the courses of the high schools being far from uniform, "there is," as the superintendent justly says, "no safeguard to the university against the admission of scores of students utterly unfitted to enter any of the college classes. Even now, with the 'Latin school' attached, it is compelled to refuse admission to numbers who apply. The result of this provision, if acted upon, will be disastrous to the institution; it will eventually degrade the standard of admission to such an extent that virtually no scholarship will be required." To avoid this, a uniform course must be adopted for the high schools; the grade of advancement to secure admission to the university must be the same in every locality. This subject is engaging much thought and attention, and probably a course of study will be marked out which, it is hoped will meet with general approval.—(Report for 1873, p. 41.)

PUPILS IN HIGH SCHOOLS.

The superintendents of schools at Omaha, Lincoln, Nebraska City, Bellevue, Humboldt, and Pawnee City report to the State superintendent, for 1874, a total of 424 pupils in the high schools of those towns, but without specification of the course of study in these schools. At Plattsmouth, where no high school pupils are yet reported, a four years' course for the high school has been arranged, embracing English and classical studies, with the power of election between these.

STATE PROVISION FOR ADVANCED INSTRUCTION.

On this topic Mr. McKenzie writes, (report for 1874, pp. 11, 12 :) "The ideal system of our State calls for free instruction from the primary school through the university; and now that primary schools are pretty generally organized in every portion of the State, so that every child may receive instruction in the fundamental branches, there arises a demand for more extended advantages.

"This demand for more extended knowledge should be encouraged and satisfied as far as possible. We can only expect to elevate our primary schools as we hold out inducements to pupils to go on to higher attainments. When it is understood that a certain proficiency is necessary to obtain access to higher schools and when these schools are accessible to all classes, then there will be awakened a spirit of emulation among schools of the lowest grades that will infuse new life into them.

"Granting that but one child in ten ever looks higher than a common school in which to complete his education, there are even then nearly 7,500 pupils in the State asking for higher instruction. To accommodate these properly would require the organization of nearly one hundred special schools. The State must step forward and supply this demand, or the young men and women thirsting for greater attainments will find opportunities to satisfy their desires in other States, or private schools will be organized to accommodate them. Nebraska can now avoid the error of her sister States, who have left education beyond the common school to private enterprise.

"In 1870 there were seventy private schools, with over 1,400 pupils; there are now but thirty, with less than 900 pupils. This shows the confidence of the people in our common schools. But now there is a demand for greater facilities, and these must be looked for in the graded schools. The work of these schools in Nebraska should be not only to furnish educational advantages to the children of all grades in the districts in which they are situated, but also to afford any pupil in the county an opportunity for a liberal education free of charge.

"An essential feature of graded schools, of general importance to the State, is the high school department. It might seem that a specified course of study for that department would be all the State should have any just right to dictate; but, since the management of these schools in all their departments must exert a beneficial or baneful influence on all the ungraded schools, and as all ungraded schools will, under the plan proposed, become more or less tributary to the graded schools, would it not be wisdom in the State to prescribe a regular course of study which the graded schools receiving special aid shall be required to adopt?"

PRIVATE SCHOOLS.

A total of 346 pupils is reported at Omaha as attending private schools in 1874, and, as 37 of these are from 15 to 19 years of age, it may be presumed that at least this number must be engaged in secondary studies. One school there, Brownell Hall, with 6 instructors and 90 pupils, is known to be engaged in giving to its higher classes a thorough secondary training, with drawing and vocal and instrumental music in its course. It reports a library of 1,500 volumes.

PREPARATORY SCHOOLS.

The Latin school of the State University has two courses, of two years each, intended to prepare students for either the classical or scientific departments of the university. One of these, beginning with the Latin grammar, goes up through Cæsar, Cicero, Virgil, and the Anabasis, with admixtures of arithmetic, algebra, and history, to the first steps of the college course in classics; the other, beginning with physical geography, pays attention to the elements of physics and chemistry, gives somewhat larger space to history, and substitutes German for the Latin and Greek of the first-named course.

The grammar school of Nebraska College is also a preparatory school, beginning with Latin in the third form, and progressing to Cæsar, Sallust, Virgil, Xenophon, and Homer, before entering the college classics.

BUSINESS COLLEGE.

One business college in this State reports, for 1874, a total of 135 pupils, of whom 17 are females. No other particulars are given. See Table IV.

SUPERIOR INSTRUCTION.

STATE UNIVERSITY, LINCOLN.

Two departments of the university have been organized, that of literature, science, and art, and that of agriculture. In the first there are four courses of study, the classical, the scientific, the Latin-scientific, and the Greek-scientific, of four years each; in the second there are two courses, one of four years and a course of one year.

The four years' course of the latter department runs parallel with the scientific course and leads to the same degree. Special students are admitted to the various courses, selecting such studies as they may prefer, but each student is required to take at least three daily studies or lectures unless permitted by a vote of the faculty to take a less number. Considerable additions have been made to the conveniences and material of the laboratory. An annual appropriation is made by the regents, as required by law, for the increase of the library. The board of visitors concur in a suggestion made by the chancellor, that there be established a chair and department of didactics, to be a center and head of the normal system of the State and to work in connection with the normal school now in existence and others that may be established. This would lay the foundation for a more efficient and economic normal training in the State.

The regents in 1874 elected an assistant professor of chemistry, and, besides the purchase of a farm for the use of the agricultural department, made provision for further increase of the library, for the collection of specimens for an entomological cabinet, and for additions to the chemical and philosophical apparatus.—(State reports for 1873-74, and Hesperian Student, No. 7, 1874.)

NEBRASKA COLLEGE, NEBRASKA CITY,

(Protestant Episcopal,) has secured new, far more commodious and comfortable buildings within the last two years, and the board has purchased an additional square of lots for play-ground. The dormitories are newly furnished. A valuable mineral cabinet has been presented by Messrs. S. F. Nuckolls, John Gilman, and V. M. Sweet.

Valuable libraries belonging to the college, to the president, and to the professors are, under proper restrictions, at the service of the students. Ordinary provision is made for gymnastic exercises. It is hoped that a new gymnasium will be erected during the autumn of 1874. Practical surveying will be taught with instruments.

Convenience, good order, and better security in case of sickness have been obtained. A judicious but more frequent intercourse with refined people of the city has been made possible. Extensive bounds are daily given for rambles, while the busy streets of the city are strictly forbidden. Daily and nightly, responsible officers of the school are on guard-duty, while the most complete freedom is given for exercise or for conversation to the boys. Robust health, cheerful heartiness, worthy ambition in study, personal neatness, manly and good conduct, characterize the school. Young men are thoroughly educated here for professional life or for business, and special attention is given to their religious and moral training.

The number of scholars averages 75. Boys are prepared for the freshman or sophomore classes of the university. It has been in existence about eight years, and is without endowment, and supports itself entirely by its current patronage.—(From report State superintendent, 1875, pp. 291, 292.)

DOANE COLLEGE, CRETE,

(Congregationalist,) is now out of debt, having succeeded in realizing all the pledges that have been made. Mr. Thomas Doane has given \$12,000; \$10,000 were raised in Massachusetts and the same amount in this State. The debt of nearly \$7,000 was paid off, and at the close of the college year, June 26, 1874, there were the following assets: \$18,000 in interest-bearing notes, \$2,000 in non-interest-bearing notes and subscriptions, 200 acres of land in Polk County, 600 acres adjoining the city of Crete, 56 city lots in Crete; also, the academy-building and the square on which it stands, valued at \$8,000.

Some additions have been made to the library, now numbering 200 volumes, and two large beautiful globes have been recently donated.

Last year 50 were enrolled in the different classes in the preparatory department, of whom 23 were gentlemen and 27 ladies. The freshman class, the first that has been admitted, numbered 5. The second freshman class, admitted at the end of the year, numbered 4. The present year there is a slightly increased attendance in the preparatory department.—(State report for 1874, p. 292.)

Statistics of a university and colleges, 1874.

Names of university and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, build- ings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	Receipts for the last year from State appropria- tion.	Aggregate amount of scholarship-funds.	
Doane College.....	3	...	45	8	\$50,000	\$20,000	\$2,000	\$500	\$0	...	250
Nebraska College	10	0	83	4	23,000	0	0	8,000	0	...	21,700
University of Nebraska ..	8	...	57	43	175,000	.....	.....	.....	24,610	.....	1,500

a Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

AGRICULTURAL DEPARTMENT OF THE STATE UNIVERSITY.

In the course of study during the year 1874, slight changes have been made in the Latin course and in the agricultural college course, which promise to be of advantage to the university. In the Latin school an additional year of study, preparatory to the freshman year in the scientific course, has been added. This was intended to accomplish a twofold object: one to avoid holding out encouragement to students to enter the scientific course because it was shorter than any other; and, secondly, to emphasize more clearly the elementary work, so that students might make better teachers and be better grounded for the studies of the full course. Such a provision, too, is well calculated to attract students who will eventually desire to complete some one of the university courses of study.

In the agricultural college the requirements for graduation have been reduced from a course of four years to one of three years. The design of such change is to make the instruction more technical in its character and to require fewer of such studies as belong to the so-called liberal course of education. At the same time the student in this department is not prevented from a fuller course of study in other departments of the university.

During the past year a finely-cultivated farm, containing 320 acres, has been purchased for the use of this agricultural college. This is already proving of great value to the college, by offering attractions in experimental farming and by compensated labor, both of which are essential to the successful development of this department. Already it has enlisted in this course of study a number of the best students, and from present indications promises to become as attractive as it is a most valuable course of study. Having come into possession of the farm but three months since, all that has been done has been preparatory to the work of next year. Utensils have been purchased, the farm and outhouses have been put into good condition for the coming season, and four varieties of blooded stock procured. Thus ample appliances have been furnished for successful instruction in the class-room and for experiment and observation of methods on the farm.

During the fall sundry improvements were made, among which may be mentioned the following: A well was dug, which yields over one hundred barrels of excellent water per day. A windmill and tank have been supplied; and now, by means of pipes laid below the reach of frost, pure well-water is carried to the farm-house, to the barn, to the piggery, and to the pasture. Some 300 rods of board fence has been put up, inclosing a pasture and pig-yard; a coal-house and horse-stable erected. A six-ton Howe stock-scales was put down, and a large number of smaller jobs done in the way of putting the farm into shape for next spring's work. The greater part of the labor connected with these improvements was performed by the students.

For the first time since the opening of the college, two years and a half ago, there were, in 1874, 6 students taking the regular agricultural course. Besides these, 6 or 8 others were taking special studies in this department. All entered for the full four years' course except one, who is already a graduate of the scientific department of an eastern college. It is intended that the students shall board at the farm and take part in all manual operations. The work-arrangements are such that each student is required to labor at least two hours a day five days in the week, and may work more when work can be provided.

The chancellor, during the year 1873-'74, inaugurated a series of farmers' institutes in different parts of the State, which proved so satisfactory that it was decided to continue them in 1874-'75.—(State report for 1872, pp. 71, 72, 77.)

Statistics of schools for scientific and professional instruction.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	
SCHOOL OF SCIENCE.									
Agricultural college, (University of Nebraska.)	5	....	a12	3	.....	.....	.....	b\$24,610	.....
SCHOOL OF THEOLOGY.									
Divinity school of Nebraska College	5	0	2	3	.....	.....	.....	.....	800

a Preparatory students.

b From State appropriation.

SPECIAL INSTRUCTION.

NEBRASKA INSTITUTE FOR THE DEAF AND DUMB.

The Nebraska Institute for the Deaf and Dumb is educational, and children of parents living in the State are admitted to all its privileges *free*. The applicant for admission must be of good moral habits, between the ages of 10 and 25, of sound mind, and free from contagious disease.

Since the organization of this institute, in April, 1869, 53 pupils have been admitted, 28 boys and 25 girls. Thirty-nine have been in attendance since January, 1873, and, at the date of this report, 37 present. There is one session a year, which begins the second Wednesday of September and closes the third Wednesday in June, making a term of forty weeks. A course of eight years is allowed. A board of directors, composed of six good men living in different parts of the State, exercises careful supervision over the interests of the institution. Two teachers, one a speaking man and the other a mute gentleman, aided by the principal, devote their whole time, during ordinary school hours, to the instruction of their pupils. Other teachers will be added as circumstances require. A class of semi-mutes has been taught articulation for more than two years. There are eight in the class of the most advanced pupils. Their studies consist of exercises in written language, which is a daily exercise among all grades during their whole course; arithmetic, geography, science of common things, and history of the United States. The next class of fifteen devote their time to language, arithmetic, and geography; another class of three study language and arithmetic, and still another of eleven, who are beginners.—(Report of 1874, pp. 96-99.)

EDUCATIONAL CONVENTIONS.

CONVENTIONS OF COUNTY SUPERINTENDENTS.

In 1874 two county superintendents' conventions were held, one at Frémont, February 19, and one at Lincoln, March 11.

At Frémont, the State superintendent presided, and opened the convention with a short address, suggesting topics for discussion during the session and stating what were the duties belonging to the office of county superintendent and the proper methods of performing these. The duties of school-visitation and examination of teachers received especial attention and were well and wisely stated. As to the first, it was urged that the superintendent should visit each school in his county twice during each session, that these visits should be made at different hours of the day, and should take in an observation of the general aspect of the school, of its methods of instruction, and of the current routine as ordinarily proceeded with. As to the second, that no certificate should be granted to a teacher without a suitable examination, and this examination an honest and thorough one.

After the appointment of committees, the one on State institutions presented resolutions referring especially to the normal school. It was agreed by some that the school

should do no work belonging to the seminary, that no students should attend for the purpose of acquiring simply a knowledge of the branches to be taught, but instruction in methods of imparting it. Others urged that while the ideal should be to make the school eventually purely professional, it was impossible to do so at once. The necessities of existing circumstances must be met and academic instruction be given for a time. It was finally resolved: (1) That the normal school should have purely a professional character; (2) that no one should be admitted as a student who has not passed a satisfactory examination before two associated county superintendents in the branches required of those receiving a third-grade certificate.

The committee on teachers' institutes afterward presented a report, recommending, (1) That county superintendents hold at least one institute each year, using the best talent at their command in instruction; (2) that the State superintendent organize and hold two or more normal institutes for the State, to continue in session from two to four weeks, at such times and places as may be most convenient for the teachers; (3) that some provision be made by the legislature to defray the expense of at least one competent instructor for each county institute.

The convention at Lincoln passed essentially the same recommendations respecting the holding of teachers' institutes and also a resolution that county superintendents should be elected for a term of three years by a convention of school directors of the several districts of the county; that two persons should be designated by such convention, one as first choice and the other as second choice, and that, if, within thirty days, no petition to the contrary should be presented to the State superintendent, the person designated as first choice should become superintendent of the county; but, if, within thirty days, one-fourth of the directors of the county should petition for it, the State superintendent should appoint an examining board of two persons, who, with himself, should examine the person elected as to his qualifications, the decision of a majority of this board being final on the point. In case of his rejection or of his resignation during his term of office, the person designated as second choice should become county superintendent, under the same restrictions. In case of his rejection by the examining board, the State superintendent may appoint to the vacant place or call a new convention to nominate new candidates, the standard in all cases to be at least the qualifications required for first-grade certificates, with five years' successful experience in teaching, or one term of preceding county superintendency and general acquaintance with the school system of the State.

The committee on State institutions presented a report favoring a uniform course of study for the graded schools of sufficient extent to prepare students to enter at least the freshman class of the State university, and also, as far as possible, a course for the common schools to harmonize with that for the graded schools and form a continuous system, from the lowest common school to the highest departments of the university.

They also recommended the issuance of State certificates to eminently-qualified teachers, authorizing them to teach in any county or district of the State; and, further, the policy of uniting all the colleges in the State into one State university. All these recommendations met with the approval of the convention, which is said to have been remarkable for the excellence of its material, for the harmony of its views, and for the unanimity of its action.

STATE TEACHERS' ASSOCIATION.

At the time at which this Report goes to the press the account of the proceedings of the ninth annual meeting of this important body has not been received. It is only known that it was held at Omaha; was largely attended, notwithstanding quite unfavorable weather; and was thought to be, in many respects, the best meeting of its kind yet held in the State. Having been held at an interval of more than a year from the preceding one, the report of it will properly belong to 1875.

LIST OF SCHOOL OFFICIALS IN NEBRASKA.

Hon. J. M. MCKENZIE, *State superintendent of public instruction, Lincoln.*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Adams.....	A. H. Brown	Juniata.
Antelope.....	Robert Wilson.....	Oakdale.
Boone.....	R. R. Chess	Albion.
Buffalo.....	J. J. W. Place	Gibbon.
Burt.....	W. T. Berry	Tekamah.
Butler.....	W. J. Evans	Savannah.
Cass.....	U. W. Wise	Plattsmouth.
Cedar.....	L. M. Howard	Green Island.
Cheyenne.....	L. Jenkins	Sidney.
Clay.....	D. W. Garver	Fairfield.
Colfax.....	J. A. Grimison	Schuyler.
Cuming.....	Robert Robb	West Point.
Dakota.....	J. T. Spencer.....	Dakota City.
Dawson.....	W. H. Lengel	Plum Creek.
Dixon.....	W. S. Bates	Ionias.
Dodge.....	John Cayton	Pebble.
Douglas.....	John Rush	Elkhorn Station.
Fillmore.....	John A. Dempster	Omaha.
Franklin.....	C. B. Childs	Riverton.
Furnas.....	Thaddeus K. Clark	Arapahoe.
Gage.....	J. R. Little	Beatrice.
Gosper.....	Erastus Misner	Arapahoe.
Greeley.....	Loving Goffy	Lamartine.
Hall.....	J. D. Hays	Grand Island.
Hamilton.....	J. T. Price	Lincoln Valley.
Harlan.....	H. M. Luce	Republican City.
Hitchcock.....	Daniel Murphy	Culbertson.
Howard.....	Hanford N. Smith.....	St. Paul.
Jefferson.....	E. J. Fulford	Fairbury.
Johnson.....	Wilson Wightman	Tecumseh.
Kearney.....	R. P. Stein	Lowell.
Keith.....	E. N. Searle	Ogallala.
Knox.....	Billings Davis	Creighton.
Lancaster.....	A. G. Scott	Lincoln.
Lincoln.....	A. F. Feay	North Platte.
Madison.....	F. A. Cogswell	Madison.
Merrick.....	Charles E. Mead	Lone Tree.
Nemaha.....	D. W. Pierson	Brownville.
Nuckolls.....	J. B. Nesbit	Nelson.
Otoe.....	H. K. Raymond	Nebraska City.
Pawnee.....	John M. Osborn	Pawnee City.
Pierce.....	C. H. Frady	Pierce.
Phelps.....	Frank Hazen	Williamsburg.
Platte.....	Charles A. Speice	Columbus.
Polk.....	James Bell	Bellville.
Red Willow.....	George B. Nettleton.....	Valley Grange.
Richardson.....	F. M. Williams	Salem.
Saline.....	James McCreedy	Pleasant Hill.
Sarpy.....	D. W. McFarland	Papillion.
Saunders.....	C. M. Whitney	Cedar Bluffs.
Seward.....	George B. France	Milford.
Sherman.....	J. W. Eddy	Loup City.
Staunton.....	F. A. Frost	Staunton.
Thayer.....	W. H. Barger	Hebron.
Valley.....	A. Terry	North Loup.
Washington.....	Charles Cross	Herman.
Wayne.....	Moses H. Sherk	La Porte.
Webster.....	H. S. Kaleg	Red Cloud.
York.....	T. A. Parkinson	York.

NEVADA.*

STATISTICAL SUMMARY.

RECEIPTS.

From taxes.....	\$93,431 23
From rate-bills.....	317 69
From State apportionment and miscellaneous sources.....	52,432 40
Total receipts.....	146,181 32
Increase for the year.....	26,142 98

EXPENDITURES.

Amount expended for school-purposes.....	124,301 64
Increase during the year.....	25,832 88

SCHOOL POPULATION AND ATTENDANCE.

Number of children in the State from 6 to 18 years of age.....	6,315
Increase for the year.....	1,265
Number enrolled.....	4,811
Increase in two years.....	1,439
Average number belonging.....	3,285
Average daily attendance.....	2,884
Number of children attending private schools.....	630
Number of children from 8 to 14 years of age not attending any school...	293
Number of children from 6 to 18 years of age not attending any school...	1,263

TEACHERS.

Teachers employed—gentlemen, 35; ladies, 80.....	115
Highest monthly salary paid male teachers.....	\$200 00
Highest monthly salary paid female teachers.....	180 00
Lowest monthly salary paid male teachers.....	70 00
Lowest monthly salary paid female teachers.....	60 00
Average wages of teachers.....	100 56

SCHOOL DISTRICTS AND SCHOOLS.

Number of school districts.....	71
Number which made reports according to law.....	68
Number which voted district tax.....	8
Number of school-houses in the State.....	59
Average duration of schools.....	7m. 11d
Number of free public schools maintained without rate-bill.....	68
Number of volumes in school libraries.....	983
Number of visits to schools made by trustees.....	311
Number of visits made to schools by other persons.....	1,079

ELEMENTARY INSTRUCTION.

PROGRESS FOR THE PAST TWO YEARS.

The superintendent reports a healthful condition of educational affairs throughout the State and a notable improvement in almost every essential feature of the educational system during the past two years.

The permanent school fund has been increased from \$104,000 to \$250,000. There has been distributed from it among the counties, during 1874, nearly \$3,000 more than was distributed in 1872. More than \$50,000 were expended in the erection and enlargement of school-houses. Thirteen new districts were formed and 39 additional teachers employed. The number of graded schools has been increased. The school-population is larger by over 1,300 children; the proportion of enrollment to census enumeration has increased from 77 to 84 per cent. The per cent. of attendance, by operation of the compulsory law enacted by the legislature of 1873, has been increased. Cases of inexcusable neglect of public school privileges have been notably diminished. It is be-

* From the third biennial report of the superintendent of public instruction of Nevada, Hon. A. N. Fisher, for the years 1873 and 1874.

lieved that of the whole number of non-attendants reported, one-half are legally excused by reason of age—being under 8 or over 14—or sickness, or incapacity, or distance from a public school, and that therefore less than 7 per cent. of the entire school population are culpably negligent of school privileges.

COMPULSORY EDUCATION LAW.

No instance has been reported of the enforcement of the penal provisions of the compulsory law. The law has proved efficient when employed merely as a menace, except in cases where the poverty of the delinquent relieved from fear of a fine. The law meets with general approval throughout the State; the press has generally commended it, and it is believed that its influence has strongly tended to arouse the present unusual interest throughout the State in educational measures. As a result of this interest, the chief towns are being supplied with school edifices of which the State may justly be proud. This revival in educational enterprise has been accompanied by a marked increase of interest in the public school on the part of the children, who are not only inspired by the sentiment prevailing among adults, but have the added incentive of the knowledge that they are pursuing their studies under the public eye and may anticipate the reward of popular approval. This feeling has been encouraged and made use of as a motive to increased diligence by the publication in the columns of some local paper of a monthly roll of honor.

QUALIFICATION OF TEACHERS.

Greater attention is being paid to the selection of teachers, and, although average salaries have not been increased, a better educational talent is being distributed throughout the State. In this respect, however, there remains occasion for radical reform, and the greatest need of the educational system of Nevada is the adoption of measures securing the exclusion of manifest incompetence from the school-room. The responsibility for the admission of incompetent teachers to the profession is ascribed to the trustees and examiners; for "there is no lack," says the superintendent, "of qualified applicants, nor is there likely to be, while our average monthly salary is twice as great as that of a majority of the States. There is not an incompetent teacher in the State who is not indebted for his position to the ignorance, or indifference, or venality of the majority of the trustees of the district and of the examiners of the county in which he pursues his usurped profession."

CAUSE AND CURE OF THE EVIL.

Applicants failing to pass a respectable examination in any branch of study are sometimes granted second-grade certificates, "to save their feelings." The returns show that 61 second-grade certificates were granted during the past year and only 21 first-grade. To provide an adequate remedy for this evil, it is believed, will require radical legislation; perhaps such as will involve departure from customs supposed to be essential to a pure democracy. The root of the evil lies in the fact that local school officials are permitted to be designated by popular ballot, under conditions which render it as liable to fix upon unworthy as upon worthy men. The law is further defective in that it provides no efficient supervision of the acts of its selecting agents and fails to punish any malfeasance in office.

Meanwhile, the superintendent advises the establishment of a State board of examination, which shall be authorized to issue State certificates and life diplomas, and might also be empowered to re-examine any holder of a county certificate whose ill-success might occasion his citation by any competent authority.

COUNTY SUPERINTENDENTS.

The average salary of county superintendents is \$507; the total number of school visits made by them, 220.

RATE-BILLS.

Nevada is believed to be the only State remaining in which rate-bills continue to be assessed. The new State superintendent of instruction writes, February 3, 1875, in answer to inquiry, that "they work well."

SECONDARY INSTRUCTION.

The action of the last legislature, making a conditional location of the university at Elko, resulted in the erection of a fine building for the preparatory school by the citizens. The school was opened in October, 1874, with 12 pupils on the roll. Two public high schools are reported in the State, but, beyond the fact of their existence, nothing is yet known of them.

The State is yet too much absorbed in the clearance of the country, in the development of its mineral resources, and in the organization of the inflowing population, to have much opportunity for attending to the superior, scientific, and professional instruction which belong to a more established condition of political and social life.

SPECIAL INSTRUCTION.

EDUCATION OF DEAF AND DUMB.

There are three deaf and dumb pupils under State patronage at the institution at Oakland, Cal. They are making encouraging progress in their studies and exhibit a healthful mental and bodily vigor.

LIST OF SCHOOL OFFICIALS IN NEVADA.

Hon. S. P. KELLY, *State superintendent of public instruction, Carson City.*

STATE BOARD OF EDUCATION.

Name.	Post-office.
His excellency L. R. Bradley, governor.....	Carson.
Hon. John Day, surveyor-general	Carson.
Hon. Samuel P. Kelly, State superintendent of public instruction	Carson.

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Churchill	John E. Johns	Genoa.
Douglas	E. S. Yeates	Elko.
Elko	D. H. Fletcher	Aurora.
Esmeralda	A. W. Kaye	Eureka.
Eureka	C. Chenowith	Winnemucca.
Humboldt	J. R. Williamson	Austin.
Lander	D. W. Hill	Bullionville.
Lincoln	J. G. Cromwell	Silver City.
Lyon	F. C. Granger	Belmont.
Nye	L. S. Greenlaw	Carson City.
Ormsby	J. N. Flint	Gold Hill.
Storey	Orvis Ring	Reno.
Washoe	H. S. Herrick	Hamilton.
White Pine		

NEW HAMPSHIRE.

STATISTICAL SUMMARY.*

SCHOOL REVENUE.

Amount raised by taxation, as required by law	\$354,529 00
Raised by town or district tax beyond what the law requires	85,590 00
Received from literary fund	26,385 00
Railroad tax appropriated for schools	6,767 00
Income from local funds	10,321 00
Contributed by individuals	9,272 00
Total	492,864 00

Entire amount expended for support of public schools	488,104 00
Average appropriation for each registered scholar	7 05

ATTENDANCE.

Number of children of school age in the State, (as given in report for 1873)...	76,167
Number of pupils registered: boys, 36,176; girls, 33,002	69,178
Decrease from last year	696
Average attendance	47,275
Increase over last year	1516
Per cent. of average attendance to the whole number	69
Increase over last year .....	.01
Number of children, between 4 and 14 years of age, not attending any school..	2,593
Decrease from last year	1,087

TEACHERS.

Whole number of teachers: males, 482; females, 3,330	3,812
Number of teachers teaching for the first time	632
Number of teachers teaching the same school two or more successive terms...	1,262
Number of teachers who have attended teachers' institutes	1,714
Wages of male teachers per month, including board	\$44 87
Wages of female teachers per month, including board	24 90

SCHOOL DISTRICTS AND SCHOOLS.

Number of districts	2,148
Number of schools	2,502
Number of graded schools	1330
Number of schools that average 12 scholars or less	960
Average length of schools in the State, (weeks)	20

SCHOOL PROPERTY.

Estimated value of school-houses and lots, with appurtenances	\$2,208,025 51
Value of school apparatus	\$24,054 70
Number of school-houses unfit for their purpose	390
Number of school-houses built or repaired during the year	276
Cost of the same, including land, fences, and furniture	\$103,742 87

* From report of Daniel G. Beede, esq., superintendent of public instruction, for the school year ended June, 1874.

† This is correct according to last year's tables. But according to a corrected comparative summary of attendance published this year by Mr. Simonds, in which the figures for 1873 are 47,459, there has been a slight decrease for the year amounting to 164.

‡ The superintendent states that the returns are defective. The number of graded schools reported last year was 392.

*Comparative statement showing the progress of the school system during the last twenty years, and its relative condition for the years 1873 and 1874.**

	1854.	1864.	1873.	1874.
Number of schools.....	2,280	.....	2,406	2,502
Average length of schools in weeks.....	20	20.5	21.2	20
Whole number of pupils registered.....	88,025	83,401	69,874	69,178
Average attendance.....	49,976	52,826	47,459	47,275
Percentage of attendance.....	57	63	68	69
Number of children between 4 and 14 years not attending any school.....	2,069	3,440	3,680	2,593
Number of male teachers.....	1,196	759	527	482
Average wages per month, including board.....	†\$16.42	\$26.99	\$40.78	\$44.87
Number of female teachers.....	3,194	3,202	3,296	3,330
Average wages per month, including board.....	†\$7.18	\$15.05	\$23.84	\$24.90
Estimated value of school-houses, with lots and appurtenances.....	.....	\$916,894	\$1,917,625	\$2,208,025
Value of school apparatus.....	.....	\$13,584	\$27,245	\$24,054
Number of school-houses unfit for their purpose.....	.....	509	402	390
Entire amount expended for support of public schools.....	\$212,324	\$261,642	\$507,446	\$488,104
Average appropriation for each registered scholar.....	\$2.53	\$3.13	\$7.38	\$7.05

* Prepared by Hon. John W. Simonds.

† Exclusive of board.

EDUCATIONAL PROGRESS.

In a paper read at the twentieth annual meeting of the State Teachers' Association, Hon. J. W. Simonds, superintendent of public instruction, gave expression to his great satisfaction at being able to report favorably upon the progress of public education in the State. He referred especially to the progress in teaching and supervision, remarking as follows:

Teaching.—"Progress is clearly observable in the teaching, or rather in the manner and the method of instruction, practiced in our public schools. This improvement manifests itself in the earnest endeavors of the faithful teacher to impart instruction in a more efficient manner, by adopting methods calculated to awaken dormant powers and to arouse mental action. Oral instruction and object-teaching with primary classes are rapidly taking the place of the abstruse and mechanical methods of former years. Exercises in drawing have been introduced and vocal music is successfully taught in many public schools. Many teachers stand in the front rank of this forward movement and are found seeking instruction and professional training."

Supervision.—"The importance of the office of school committee is receiving increased attention. Suitable persons are frequently chosen who are making commendable efforts to advance the cause of education in their respective localities. A larger number of certificates have been refused applicants to teach, during the past year, than for the previous five years, and the reports show a gradual consolidation of text-books."—(State report, pp. 117, 118.)

TAXATION AND DISTRIBUTION.

In the report of the board of education, the attention of the legislature is called to the fact that the present system of taxation, while it imposes equal burdens upon the tax-payers, is far from affording equal privileges to each individual of the school population. While the average appropriation for each registered pupil in the State is about \$5.20, eleven towns receive less than \$2 per pupil, (one town but 87 cents,) and others receive eight and nine dollars for each pupil. In one town the amount received is \$10.68 and in another \$14 per pupil.

"As the present system operates, the small and poorer districts suffer, not only in the length of schools, but in quality of instruction. The parents become discouraged and indifferent, and hence the general apathy that pervades the scattered population of the State."—(State report, pp. 6-10.)

COMPULSORY ATTENDANCE.

The law for compulsory attendance was enacted during the June session of 1871. The report for 1872 showed that 6 per cent. of the school population of the State were under no instruction. In 1873 the number of non-attendants was less than $4\frac{1}{2}$ per cent. of the school population. The aggregate decrease for 1873, over 1872, was 922. The decrease for 1874, over 1873, is still greater, being 1,087. This steady decrease in the number of non-attendants indicates a favorable working of the law.

Little effort, other than the posting of the law, has been made for its enforcement, outside the cities and a few larger villages. It is probable that the cases requiring the enforcement of this law would not be frequent in the agricultural towns and districts. With rare exceptions, we find there a native-born people, all of whom value education. In some manufacturing places, rapid immigration has increased the number of illiter-

ates; though the illiterates of New Hampshire are not all of foreign birth. According to the ninth census, in 1870, the illiterates 10 years old and upward, of foreign birth, numbered 7,934; the number of native-born, 1,992.—(State report, p. 27.)

THE DISTRICT SYSTEM.

The superintendent enumerates the following obstacles which the district system presents to the progress and efficiency of the public schools:

(1) Failure of efficient supervision; (2) frequent changes as supervised; (3) lack of proper qualifications of teachers, as would be required in a uniform town system; (4) constant change of teachers; (5) want of interest in schools on the part of teachers and school officers; (6) too many small and short schools; (7) lack of facilities to aid the teacher; (8) disregard of system and uniformity, pupils often studying what they choose, to the neglect of what they should study.

A majority of the town superintendents and the best teachers of the State are in favor of the adoption of the town system.—(State report, p. 119.)

IMPROVEMENT OF THE SCHOOLS.

It is suggested to superintending school committees that they "will secure better qualified teachers, and consequently elevate the condition of the schools, by adopting a more thorough system of examination of teachers," requiring that the examination be in part written as well as oral, and making the certificate dependent in a measure upon the exactness of the written answers.

It is also advised that superintendents require of the advanced classes in school written review examinations of some study once each week. The importance of a progressive course of study, systematically pursued, is strongly urged. "The want of such a course," the superintendent observes, "is one of the greatest drawbacks to our system of education. The management of the schools by a town board, chosen for a term of years, would tend to correct this adverse feature."—(State report, p. 152.)

DEFECTS OF THE PRESENT SCHOOL SYSTEM.

The present school system, established by early legislation, was revised and improved in 1827. It was modified and amended in 1847 and by more recent legislation, but the leading principles of the existing system remain as established by the great school law of 1827.

The superintendent, Hon. J. W. Simonds, says: "Our present system is rendering valuable service, but this does not answer the call for improvements. There is an awakening on the part of the people, which is scrutinizing the working of the present school law. Progress, under this system, has been made in certain directions; nevertheless our system of to-day is not fully accomplishing the purpose of a thorough State system of education."

A marked defect pointed out in the present system is its failure to furnish suitable educational advantages in sparsely-populated sections. The annual returns show a steady decrease in the number of scholars in the rural districts. The census for the past decade exhibits a rapid decrease of inhabitants in many towns. Observations and inquiries lead to the belief that one of the most potent causes of this decline of population and scholars is the certainty of securing good school advantages by removal. The State has been generous in its special or optional legislation. Thus the wants of the thickly-populated portions have been well provided for. The State, too, has from time to time increased the percentage of school-money required to be raised by taxation. But, while the aggregate sum of school-revenue for the State has been increased, the appropriations for localities most needing it have been comparatively diminished. It is believed that, if the present optional State legislation should be generally adopted, many of the existing defects would be removed and the rural schools be greatly benefited. The belief is expressed that the rural schools are not in advance of those schools a quarter of a century ago, and that the inhabitants of the rural districts are generally dissatisfied with the existing system.

Inefficient supervision is mentioned as one of the most serious defects of the present system. "Owing to the want of good supervision many schools are embarrassed by mixed and various series of text-books, which in many cases are unfit for the classes using them. In the same schools, only a very imperfect classification exists."

The act enabling towns to abolish school districts in certain cases, passed June session, 1870, if adopted or made compulsory, is designed to remove many of the defects that now impede progress. Its purpose is to aid sections sparsely populated by equalizing the school privileges; giving to all schools the same length of term, uniform system, and equal efficiency.

In case of the adoption of the optional law by the State, it would be considered advisable to so amend it as to require that the members of the board of education should be chosen for a term of years, and that the annual election should be held at some date different from the annual town election.—(State report, pp. 144-145.)

SUGGESTIONS OF THE SUPERINTENDENT.

The superintendent also submits the following suggestions to the consideration of the general court:

(1) The entire management of the public schools should be vested in one set of town officers, chosen by the town.

As the public school system is maintained by State laws, the State should provide for an effective State supervision; hence,

(2) Public education demands the establishment of a new State board of education.

(3) Convenience, as well as utility, requires the change of the time of choosing school officers from the month of March to July and the time of closing the school year from the second Tuesday in March to the last Tuesday in July.

(4) It is for the interests of the State to so legislate as to aid the teachers of common schools in attending the county teachers' institutes.—(State report, p. 152.)

SUMMARY OF REPORTS OF TOWN SCHOOL COMMITTEES.

A large number of these reports mention a very gratifying increase in the general interest manifested in public schools, a growing appreciation of the need of more thorough and systematic instruction, and consequently a demand for more thoroughly trained teachers. Many of them, also, record an improvement in school-houses, but 390 of these are still reported as unfit for use in every respect, and many more are defective as regards ventilation, furniture, and apparatus. An entire want of apparatus is one of the most frequent complaints. In one town "there are no maps, charts, globes, or even good blackboards provided;" in another, "not a school has a mural map, globe, or book of reference, and only one has a clock or dictionary." These statements are repeated again and again in the reports, though in most cases this state of things is found where the appropriation per child is the lowest; but in the two instances quoted above, the appropriation for each registered scholar is, for one, \$5.14, and for the other, \$6.63.

The great evil of a multiplicity of text-books is frequently mentioned, and a majority of school-officers declare themselves in favor of uniformity.

The deplorable negligence of parents in respect to visiting the schools is a common ground of complaint, and in several of the reports earnest appeals are made to parents to manifest some interest in the education of their children; to visit the schools as a means of helping and encouraging the teachers and furnishing additional incentives to exertion on the part of the pupils. The number of lady visitors is usually nearly double that of males.

Irregularity of attendance is uniformly complained of in the rural districts as a most serious obstacle to advancement, and in some districts the number of scholars is so small that some change seems necessary. One school-officer says: "It seems a waste of money to hire a teacher for from two to five scholars, and that is all we find in some of our districts;" and another reports a school with "one scholar."

Whenever the compulsory law is mentioned it seems to have worked well.

Most of the reports contain expressions in favor of substituting the town system for the one now existing.—(State report, pp. 157-240.)

CITY SCHOOL SYSTEMS.

DOVER.

The school committee report that the school-buildings, their surroundings and appointments, are in a very satisfactory state. The schools have been kept entirely free from sectarian and political influences, and in the main have been well taught. There has also been great freedom from sickness and change of teachers. Still the results are not in all respects satisfactory, nor, is it believed, are they likely to be until a radical change be made in the mode of supervision and parents obtain a better knowledge of the nature of graded schools. What is wanted more than anything else is a sufficient appropriation from the city for the appointment of a courteous, discreet superintendent.—(Annual Report of School Committee, Dover, 1874.)

MANCHESTER.

Since the year 1871 there has been in force in the State "An act to compel children to attend school." To secure its enforcement in this city the labors of a truant-officer are relied upon mainly. His reports show that he has made over 300 arrests of truant children, all of which are included in the reported whole number belonging; not more than 50 of them were new scholars. It is estimated that there are in the city about 5,500 children of school age; only about 3,724 are in public schools and 1,500 more in the Roman-Catholic parochial schools, leaving 200 or 300 who have been without a day's schooling in the whole year. The truant-officer has done much to secure a larger average attendance in the schools, and his work is commended. But it seems that it is not equal to securing to all the children the minimum of three months' schooling provided by law.

A committee of the board, appointed for the purpose, visited all the mills and shops of the city, to call the attention of employers to the law regulating the employment of children. They all promised to aid in enforcing it; yet it was evident that some of them had but a slight sense of their personal responsibility in the matter. There is no doubt that many children are employed beyond the time allowed. The school authorities cannot follow each case after a certificate is given, and in most cases it is left with the employer to discharge the child when he is entitled to return to school. The establishment of a "half-time" school similar to those in Fall River and other manufacturing towns is suggested, as a means by which school advantages would be more certainly secured to all the children of the city.—(Manchester School Report, 1874.)

NASHUA.

The ordinance relating to truants has been more effectually enforced the past year than heretofore. While the evil of truancy has not been removed it has been lessened. Through the influence and suggestive hints of the truant-officer, children who were not playing truant have been induced to go to school. The law in regard to employing children in manufacturing establishments has not been very vigilantly enforced, owing to the want of sufficient school-room and the hardness of the times, which has rendered it necessary, in many instances, for parents to depend more largely upon the labor of their children for support. That there are many working in the various manufacturing establishments who have not complied with the terms of the law there can be no question.

Regular work in drawing was commenced in all the grammar, middle, and primary grades above the third at the beginning of the summer term, and has been carried on steadily throughout the year. Excellent progress has been made in vocal music during the year.

In the condition of the schools, compared with that of a year ago, it is claimed that in some respects, if not in all, there has been improvement. While the average daily attendance has fallen off slightly in the primary schools it has increased in all the upper grades, giving a small increase in the average for the year.—(School Report of the City of Nashua, 1874.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

State Normal School.—According to the report of the principal, Mr. H. O. Ladd, dated April, 1874, the school is in a prosperous and encouraging condition, notwithstanding the great loss sustained in the death of its former principal, Prof. Pearl, who died in August, 1873.

Additions were much needed to the library and to the philosophical apparatus. Another and greater want, however, is such provision for the school as shall make tuition free to the sons and daughters of the State. Compensation for teaching in most of the schools does not warrant an expenditure of \$150 a year, aside from clothing, by teachers.

Circulars of inquiry, sent by the principal to former graduates of the school, have elicited several important proofs of the value it has already been to the State. There have been in the three years of its history 102 graduates from normal classes, of whom 85 returned replies to the circulars sent out. These had spent an average number of weeks at the normal school of a little more than 40, had taught an average of 29 weeks before entering, and since have taught an average of over 23 weeks, or one week for every one and one-third week's normal teaching. From these and other facts elicited, it appears that the normal school students are generally teachers before entering; that after graduation they continue to teach with increased interest in the work, and have already returned to the State one week of teaching to every one and one-third week's instruction, and finally from their present address the principal is assured that the school has already sent one hundred active and educated teachers into different parts of the State, and that at least one hundred more of its students not graduated are occasionally thus employed within the limits of New Hampshire. The efficiency of most of the graduates is indicated by the increasing number of applications received by the principal from superintendents in diverse sections of the State for normal school teachers in both district and graded schools, with frequent offers of higher wages than usually are given in New Hampshire for such schools.

The number of graduates for 1873-'74 was 28. The number of different pupils in the school was 122: in first course, 101; in second, 21.—(From Report of Superintendent of Public Instruction, 1874.)

At the commencement, which occurred on May 6, 1874, General John Eaton, Commissioner of the Bureau of Education, delivered the address before the graduates and pupils of the school, his subject being "The qualification of teachers and the influences of normal school training."

Normal training, he argued, should not be taxed with teaching the contents of elementary text-books, but it should deal with the profession of teaching, its theory and application. One of the first duties of the teacher is to correct his bad habits of thought, temper, action or manners, as expressed in too great confidence in, or too great distrust of, himself. He must rise to the heroism of mastering self. An ancient writer advocated the non-employment of deformed persons as teachers; but there is no physical deformity to be compared with moral obliquity or intellectual errors in their effect upon the young. It is from a misconception of the teacher's sphere that he is so often allowed to be an oddity or a nonentity in all else save his readiness as a scholar in the books he teaches. Normal training is for the purpose of aiding the teacher in going by himself alone where none can lead him. How to compass in his own way a vigorous growth of the minds placed under his charge, whatever may be their temperaments or surroundings, that is the science of sciences, the art of arts, the teacher is expected to possess. It is from a lack of these qualifications that in so many of our own schools instruction has become mere parroting. The teacher from the normal school should be able to take all steps in the school-book out of their abstractness and clothe them in the form which nature or Providence dresses them.

What is the influence of trained and efficient teachers on the general interests of the community? Go into any neighborhood where a poor pig-sty passes for a school-house; where the mother-tongue is murdered and called good English; where the youth ignorant of everything beyond the three Rs passes for a great scholar; where tale-bearing and backbiting pass for cultivated conversation among the mothers; where the squire who writes without regard to the rules of grammar is regarded as the highest embodiment of learning; where children govern and parents obey; where industry is unskilled and its implements rude; and you may be sure that teachers in that neighborhood have been cheap. Too long and too widely have the common schools been taught by incompetent teachers—a favorite relative of the committee, perchance, or a member of the "first class." The improved instruction in the academy, high school, or college, is not sufficient for the highest training of a teacher. Everything in the way of education among the progressive races of mankind is indicating rapid improvement; and if the common schools of the country stand still they will be speedily left behind, and so of the pupils who are guided by their moral and intellectual light. The normal school, established on the theory that all instruction should be correct in method and sufficient in amount for every child, carries the great reform needed in the common schools, and, when universally diffused through all, the other changes follow.

TEACHERS' INSTITUTES.

Teachers' institutes have been held in six counties. Nearly one-half of the number of teachers employed in the State are reported as having attended these institutes. The interest of parents and citizens generally in these meetings increases with every year.

The superintendent states that during two years he has held 24 teachers' institutes. A careful registration shows that 2,950 teachers, employed in the public schools of the State, have there received instruction; that 175 school officers, and, in round numbers, 10,000 citizens have been present.—(State report, pp. 30 and 112.)

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

In the report of the superintendent of public instruction for 1874, a list of 34 high schools, with the names of their principals, appears, but with no indication of the number of pupils in attendance or of the studies pursued.

ACADEMIES AND SEMINARIES.

A list of 52 academies, seminaries, institutes, &c., with the names of their principals, is given by the State superintendent in his report for 1874, but without any statistics as to attendance, studies, &c. Thirty-one such schools have reported to this Office, 1 for the education of boys, 4 for girls, and 26 for both. The school for boys has 2 teachers and 11 pupils, of whom 8 are pursuing a classical course and 6 are preparing for that course in college. The 4 schools for girls have 19 teachers and 106 pupils, 73 of whom pursue English and 29 classical studies, with 65 studying the modern languages. Three of these schools teach drawing; 7, music; vocal, 3, and instrumental, 4. The 26 schools for both boys and girls report 138 teachers and 2,584 pupils, of whom 1,463 are engaged in English studies, 526 in classical, and 212 in modern languages; 74 were preparing for the classical course in college and 34 for a scientific course; in 11 drawing was taught; in 16, vocal music; and in 17, instrumental. Eleven had laboratories; 17, apparatus; and the libraries range in size from 50 to 4,000 volumes.

PREPARATORY SCHOOLS.

Six schools for the preparation of students for college report a total of 670 pupils,

with 36 teachers. There were in classical courses 408, in scientific 11, and in others 251. Years in course, 3 to 6; libraries were possessed by 4, and ranged in size from 400 to 1,600 volumes; 2 had laboratories, 3 cabinet and apparatus, and 3 gymnasia.—(Replies to inquiries sent out by the United States Bureau of Education.)

Hon. Nathaniel Gordon has given to Phillips Exeter Academy \$1,000 in addition to the same amount given in October, 1872, to found scholarships.—(From The Dartmouth, December, 1874.)

BUSINESS COLLEGE.

One business college in this State reports, for 1874, an attendance of 378 pupils—300 gentlemen and 78 ladies—and 3 teachers.—(Replies to inquiries sent out by United States Bureau of Education.)

SUPERIOR INSTRUCTION.

DARTMOUTH COLLEGE.

While this college adheres in general to the idea of a curriculum settled and well defined, it admits, to a certain extent, the elective principle. There is a choice, as students enter, between the three undergraduate departments, academic, scientific, and agricultural. In each of these a partial course may be taken, embracing two, at least, of the prescribed studies, and securing an appropriate testimonial. In the scientific department there is a choice in the last year, and in the agricultural department in the last two years, between different courses. There are also a number of options between particular studies.

Libraries.—During the year 1874 an arrangement was made by which the libraries of the college, together with the reading-room, have been united in use and management under the charge of a librarian appointed by the trustees. The taxes formerly assessed by the societies upon their members have been given up, and in their stead each student pays to the college treasurer \$3 per term, to provide for expenses and enlargement. Total number of volumes in the college libraries, 53,100.

Observatory.—Through the liberality of friends of the institution and of science, the equipment of the astronomical and meteorological observatory has been greatly improved. A new and very perfect telescope by Clark, of 9.4 inches aperture and 12 feet focal length, replaces the old 6-inch Munich refractor. A spectroscope of the highest power and best construction accompanies the instrument, which is also provided with all the other usual and necessary accessories.

Gymnasium.—This edifice, erected by the munificence of George H. Bissell, esq., of New York City, at an expense of \$24,000, has the most approved gymnastic apparatus and furniture and affords abundant opportunity for exercise, recreation, and the best physical culture.

Scholarships.—Large additions have been made of late to the means of assisting indigent and worthy students. Aid is mainly given in the form of scholarships, usually of \$70 per annum, but in some cases the amount is increased to \$100. There are 23 State scholarships, derived from the income of certain lands granted many years ago by the State of New Hampshire; in aid of students preparing for the ministry, 13 scholarships have been founded by various benevolent persons, 4 by conferences connected with the general association of New Hampshire, 1 by the ladies of Portsmouth North Parish Education Society, and 1 by the Franklin Street Church, Manchester. Besides these, there have been founded by individuals 57 permanent scholarships, yielding an annual income of \$70 per annum, and 20 temporary ones, sustained during the pleasure of the donors by the payment of \$70 annually. There are also funds given by Mrs. Clark, of Portsmouth, amounting to \$5,000, and by the will of David A. Simmons, esq., of Roxbury, Mass., \$1,000, the income of which is appropriated to scholarships.—(College catalogue for 1874-75.)

The senior class of Dartmouth has received—according to the Philadelphia Evening Telegraph of November 6, 1874—an offer of two new prizes of \$30 and \$20 for the best and second-best essay on topics named by the donor, Dr. T. Hubbard, of Sacramento. The subjects for the year 1874-75 are “Intellectual culture and professional reward” and “The right of independent criticism,” the competitors to take which they please.

COLLEGES FOR WOMEN.

Three institutions for the superior instruction of women report, for 1874, 23 instructors and a total attendance of 292 pupils, 140 of whom were in preparatory studies, and 1 was pursuing a post-graduate course. Two of these institutions were authorized to confer degrees; 3 had libraries of 400 to 1,000 volumes; 3 teach vocal and 2 instrumental music; 3 drawing, 3 painting, 3 French, and 2 German. Two have museums, 3 laboratories, 3 apparatus, and 1 a gymnasium.

Among these institutions it may not be improper to make special mention of the Tilden Ladies' Seminary, which has taken special pains to make itself known to the

Bureau. It is situated at West Lebanon; has for its principal Hiram Orenutt, A. M., an eminent teacher and writer on education; and, through the kindness of the heirs of Mr. William Tilden, of New York, its founder, receives frequent additions to its educational advantages, the latest being a gift of \$5,000, in 1874, for books and apparatus.

Statistics of Dartmouth College, 1874.

Name of college.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship-funds.	
Dartmouth College.....	20	6	0	265	\$160,000	\$400,000	\$11,489	\$21,025	\$0	\$103,000	53,100

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Candidates for admission to the Chandler scientific department must be thoroughly prepared in reading, spelling, penmanship, English grammar, arithmetic, physical and political geography, American history, Olney's school algebra, and plane geometry.

The degree of B. S. is given to those who satisfactorily complete the regular course of four years.

The building devoted to the use of this department has recently been greatly enlarged and improved.

By a donation of \$70,000, the late Gen. Sylvanus Thayer, of Braintree, Mass., made provision for establishing, in connection with the college, a special course of instruction in civil engineering, which was accordingly called the Thayer School of Civil Engineering. The venerable donor, himself a distinguished officer of the United States Corps of Engineers, was moved to this munificence not only by regard for his alma mater, but also by a desire to provide for young men possessing requisite ability a thorough and exclusively professional training. The department is essentially, though not formally, post-graduate, and is designed to prepare the capable and faithful student for the most responsible positions and the most difficult service, by furnishing thorough and systematic instruction in all the fundamental principles and operations pertaining to the science.—(Catalogue of Dartmouth College, 1874-75.)

AGRICULTURAL.

The College of Agriculture and the Mechanic Arts was established by the legislature of the State in 1866 on the basis of the congressional land-grant and in connection with Dartmouth. The board of trustees is appointed partly by the governor and council and partly by the corporation of the college.

While agriculture is to have a prominent place in the institution, the mechanic arts are also embraced. In the arrangement of the whole course they have been kept in view, and in the middle and senior years special lines of study have been marked out, and the application of science to diverse branches of industry, particularly to the construction of machinery and to the various manufactures, will have due attention.

At present only the studies pursued in the common schools will be required for admission, but candidates must be at least 16 years of age and must present testimonials of good moral character.

The library belonging to this department contains about 1,300 volumes of valuable scientific works, purchased chiefly in Europe. The students also have access to the college library, the cabinets, the observatory, and the gymnasium, on the same terms as the students of the academical department.

A State museum of general and applied science has been established and several hundred specimens purchased in Europe. One-half of the specimens accruing from the State geological survey, now in progress, have been devoted to this department by the legislature.

Culver Hall, the new building for this department, erected by funds from the Culver estate and a liberal appropriation by the legislature, is now completed and in use. It is 100 feet in length, 60 in breadth, four stories high, and contains the laboratories, recitation and lecture rooms, and rooms for the various cabinets and museums.

A valuable tract of land of 165 acres, in the immediate vicinity of Culver Hall, has

been secured for an experimental farm by the munificence of John Conant, esq., of Jaffrey. In respect, not only to convenience of access, but to the character of the soil, it is admirably suited to the purpose in view.

The degree of B. S. will be conferred, upon satisfactory completion of the entire course of agriculture and mechanic arts.*

MEDICAL DEPARTMENT.

The legislature of New Hampshire, appreciating the importance of medical education, appropriated \$5,000, which has been expended during the past year in refitting the building and in the purchase of additional means for illustration in the several departments, including several microscopes and a large number of microscopical preparations, so that in all respects the facilities for teaching, both by lectures and recitations, have been greatly increased. The hall for the new pathological museum, finished and furnished by Hon. E. W. Stoughton, of New York City, at an expense of \$10,000, is now complete, and is one of the finest in this country devoted to scientific collections.—(Catalogue of Dartmouth College, 1874-75.)

Statistics of schools for scientific and professional instruction.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	
SCHOOLS OF SCIENCE.									
Chandler scientific department of Dartmouth College.	17	.....	77	4	\$10,000	\$100,000	\$7,000	\$4,592	.....
New Hampshire College of Agriculture and Mechanic Arts, (Dartmouth College.)	13	.....	33	3	116,000	114,000	6,840	280	1,400
Thayer School of Civil Engineering, (Dartmouth College.)	4	.....	6	2	3,000	55,000	3,500	240	2,000
SCHOOL OF MEDICINE.									
Dartmouth College, medical department.	8	.....	78	3	30,000	0	0	4,000	1,400

a Also \$5,000 from State appropriation.

b Includes society libraries.

c Apparatus.

TRAINING OF TEACHERS.

STATE TEACHERS' ASSOCIATION.

The twenty-first annual meeting of the association was held on the 15th October, 1874, at Whitfield. It brought together some of the most talented men in the State, many of them prominent in educational and other public matters. The number of lady teachers present was large. A profitable and pleasant season was enjoyed, the whole concluding with an excursion on the St. John's River Railroad of about five miles into the forest-wilderness, where the great forest-trees and the works of the lumber-firm were inspected.

During the three days' session important addresses were delivered and papers presented by the president of the association, Superintendent J. G. Edgerly; Hon. J. W. Simonds, State superintendent; Col. W. F. Parker, of Manchester; Prof. E. R. Ruggles, of Dartmouth; Capt. Pillington Jackson, of Concord; Prof. Isaac Walker, Prof. J. E. Vose, and others. The president took for his subject, "The three Rs in our common

* The latest information respecting the agricultural college is contained in a note from Prof. Smith, of Dartmouth, to the congressional Committee on Education and Labor. It bears date December 12, 1874, and states, (1) that the original fund granted by Congress remains intact and safely invested; (2) that the legislature of New Hampshire, at its last session, appropriated \$5,000 for the erection of a barn on the experimental farm, making \$32,000 given by the legislature to the college since its commencement, an indication of the interest taken in it by the State; (3) that Hon. John Conant, in addition to his previous liberal gifts, has made a further donation of \$3,000 towards the purchase of a desirable tract of wood and pasture land, making \$63,000 given by him to the institution; (4) that Conant Hall is now completed and occupied, making with Culver Hall, completed the preceding year, two new buildings for the use of the agricultural college, besides a joint use of certain rooms and buildings of Dartmouth; (5) that the number of students for the year 1874-75 was 33, nearly one-third more than in any previous year.

schools," enforcing the importance of thoroughness in elementary studies, in view of the fact that a majority of children leave school at 12 years of age, and comparatively few remain after 14.

State Superintendent Simonds presented an abstract of items and figures, showing a general prosperity in school matters. We take a few notes. The average annual increase for ten years in public appropriations has been \$24,500. The number of districts is decreased by 180. The number of schools is increased by 15. For eight years the average annual increase in weeks of schooling is 966. The decrease of scholars in ten years averages 1,422 per year. Statistics show a decreased disposition to neglect the provisions of the compulsory law. The number of male teachers has decreased, the number of females increased. The wages of each have advanced 100 per cent. The annual increase of school property has been \$129,160 per annum for ten years.

"The school-master abroad" formed the subject of an interesting lecture by Col. F. W. Parker. Prof. Ruggles took for his subject "How to teach history," and spoke particularly of the lack of sufficient attention to the history of the United States in our common schools. "While we have a plenty of grammar, arithmetic," &c., said the speaker, "most terms give only thirty recitations to history and some only twenty. It would seem that our youth ought to know the history of their own country. How else are they to comprehend true patriotism or how understand the real political questions of the day? It has been said that 'History is the wise counselor of princes.' How much less should it be an adviser to all? We don't necessarily need a large book to teach it, but we can do with something comprehensive and concise. We must teach scholars to take out the pith. It is unwise to attempt to grasp too much at once. It is like attempting to carry an armful of unstrung beads. There are two good methods. One is to go over a part hastily and get an idea of the general theme. Repeat the process and increase the knowledge of it. Then make a central topic; ask all manner of direct and indirect questions. Let the pupil at length write an abstract of the subject and afterward give a verbal statement. Make a proper distinction between a superficial and a correct information, and give less prominence to details of minor importance. Another way is to select topics and study their collateral relations. If we take, for instance, the Spanish Armada as a topic, we not only learn something of Philip of Spain and his national *confrères*, but of the Prince of Orange, Queen Elizabeth, Bloody Mary, and Shakespeare as well. So the topic Jeanne d'Arc leads us to the knowledge of English and French wars for a century. Treat dates in the same way as the subjects themselves."

The importance of drawing as a part of education was discussed by Capt. Pillington Jackson, who spoke of the great demand existing for skilled labor and scientific artisans, and said that in these things America is behind all Europe. She needs the ability to combine beauty with use. All the best works are from the hands of the best draughtsmen. There is nothing made to-day except from a drawing. Scientifically-skilled labor turns crude materials into gold. What makes the difference between the clay vessel that sells for ten cents and the clay vase that sells for \$100? It is the brain and heart work in it. Three-fourths of all our boys will follow mechanical professions; hence we see the importance of properly educating them, destined as they are to meet the competition of the future.

"The education of the heart" was the subject of a lecture by Prof. Isaac Walker and "The radical defect in our schools" by Prof. Vose. This defect, the speaker thought, is that pupils are not practically instructed—do not learn to comprehend and perform the actual business of life. Very few can write a correct composition or add up a column of figures without a mistake. We teach much that is forgotten; the book is before nature; knowledge is held superior to thought; the head is more than the heart; and our school-houses are not well fitted for their use. (From *The People's Concord*, N. H., October 22, 1874.)

LIST OF SCHOOL OFFICIALS IN NEW HAMPSHIRE.

Hon. J. W. SIMONDS, *superintendent of public instruction, Concord.*
CITY SCHOOL OFFICIALS.

City.	Name.	Post-office.
<i>City superintendents.</i>		
Concord	D. C. Allen	Concord.
Manchester	J. G. Edgerly	Manchester.
Nashua	C. S. Averill	Nashua.
<i>Clerks of boards of education.</i>		
Dover	J. B. Stevens, jr	Dover.
Keene	George Tilden	Keene.
Portsmouth	Mercer Goodrich	Portsmouth.

NEW JERSEY.

STATISTICAL SUMMARY.*

	1873.	1874.	Increase or decrease.
REVENUE.			
Two-mill tax apportioned by the State.....	\$1,207,331 00	\$1,225,593 21	\$18,262 21
Additional State appropriation.....	100,000 00		
Township school tax.....	51,313 33	23,833 50	27,479 83
Interest of surplus revenue.....	35,363 30	31,573 41	3,789 73
District and city tax for teachers' salaries.....	442,345 48	310,161 17	132,184 31
District and city tax for building school-houses.....	660,715 32	613,237 84	47,477 48
Total amount for maintaining the schools.....	1,836,353 11	1,691,160 29	145,192 82
Total, including that raised for building.....	2,497,068 43	2,304,398 13	192,670 30
SCHOOL POPULATION AND ATTENDANCE.			
Total school census, 5 to 18 years of age.....	294,444	298,000	11,556
Total enrollment in public schools.....	179,443	186,392	6,949
Average attendance upon public schools.....	87,840	96,224	8,384
Number of children the public schools will seat.....	162,454	155,152	7,302
Number attending no school.....	69,229	71,895	2,666
Per cent. of average attendance.....	50	52	2
Percentage of children attending public schools.....	63	63	
Percentage attending no school.....	25	25	
Per cent. of census children schools will seat.....	57	53	4
TEACHERS.			
Number of gentlemen teaching school.....	907	960	53
Number of ladies teaching school.....	2,244	2,256	32
Average monthly salary paid gentlemen.....	\$65 92	\$65 77	\$0 15
Average monthly salary paid ladies.....	36 61	38 00	1 39
Number of teachers' certificates granted to gentlemen.....	561	665	94
Number of teachers' certificates granted to ladies.....	975	1,899	124
Total number granted.....	1,536	1,745	218
Number of applicants rejected.....	361	536	175
SCHOOL DISTRICTS AND SCHOOLS.			
Number of school-districts.....	7,367	1,369	9
Average number of children in districts, excluding cities.....		118	
Number of townships and cities.....	254	258	4
Average number of children in districts, including cities.....	217		
Number of school-buildings.....	1,480	1,493	13
Number of school departments.....	2,641	2,835	194
Number of school visits made by county superintendents.....	2,904	2,852	52
Number of districts that raise tax to pay teachers.....	175	229	54
Number of districts that raise tax to build school-houses.....	447	445	2
Number of districts that raise no tax.....	860	852	8
Number of districts that maintained school less than six months.....	20	28	8
Number that maintained school from six to nine months.....	137	119	18
Number that maintained school nine months or more.....	1,210	1,222	12
Average time schools have been kept open.....	9 mo., 13 d.	9 mo., 12 d.	1 d.
COST OF EDUCATION.			
Average cost per pupil on school census.....	\$6 40	\$5 67	\$0 73
Average cost per pupil on average attendance.....	20 90	17 57	3 33
SCHOOL-HOUSES.			
Number of districts in which the school-houses are very poor.....	124	112	12
Number of districts in which the school-houses are poor.....	152	147	5
Number of districts in which the school-houses are medium.....	256	299	43
Number of districts in which the school-houses are good.....	477	429	48
Number of districts in which the school-houses are very good.....	323	353	30
Number of districts without school-houses.....	37	29	8
Number of school-buildings valued at over \$20,000.....	62	66	4
Average value of school-houses outside the cities.....	\$1,975	\$2,100	\$125
Average value including those in cities.....	3,752	4,029	263
PRIVATE SCHOOLS.			
Number of children attending private schools.....	36,163	36,527	364
Percentage of census children attending private schools.....	12	12	
Number of unsectarian private schools.....	308	293	55
Number of sectarian private schools.....	124	101	23

* Report of Hon. Ellis A. Apgar, State superintendent of public instruction, for 1874, pp. 8, 9.

ELEMENTARY INSTRUCTION.

PROGRESS IN 1874.

The State board of education reports, (pages 5 and 6 of report for 1874:)

(1) That the entire number of scholars in the common schools of the State during the past year has been 186,392, being an advance on the number for the year previous of 6,949.

(2) That the revenue from the two-mill tax was \$1,225,592.91, being an advance upon the revenue for the year before of \$18,216.21.

(3) That the average cost of every scholar attending the State schools was \$3.33 less than for the previous year.

(4) That the number of teachers employed was 3,216, exceeding by 85 the number for the year previous.

(5) That while, as a matter of course, there has been but a very slight increase in the number of school districts and in the number of school-buildings, the first being in all 1,639 and in the latter 1,493, the increase in the number of school departments has been 194, the total number being now 2,835.

(6) That the amount of moneys appropriated to the building and repairing of school-houses in various districts is \$613,237.84, which, added to the \$660,915.32, appropriated the year before for like purposes, makes a sum of \$1,274,153.16 expended within the last two years for the erection and repair of school-buildings; and that, to enable them to do this, the people, of their own accord, raised this large sum, by assessment, for the purposes specified, in addition to the tax imposed by the legislature to defray the expenses necessary to the proper maintenance of the schools.

(7) That during the past year thirty-two graduates of the normal school received certificates authorizing them to teach in any of the public schools under the patronage of the State.

LOCAL TAXATION.

In 229 districts the money received from the State has proved insufficient to support the public schools of these districts nine months. Additional sums have therefore been ordered to be raised by district tax. In 445 districts taxes in various amounts have been assessed for the purposes of building and repairing school-houses.

The State tax of two mills on a dollar yields sufficient funds to maintain the majority of the schools the length of time prescribed. In the districts where additional funds are needed, resort must needs be had to local taxation. The school law of 1871 held the township responsible for raising the supplemental amount needed to maintain its schools the length of time required. This money, however, could not be reserved, and used as a township fund for the benefit of the schools according to their needs, but had to be appropriated to the districts upon the basis of the school census. Thus some schools received more than they required, while with others there was a deficiency. This provision was the cause of much dissatisfaction.

The legislature of 1874 enacted a supplement which requires each district to raise by district tax the supplemental amount needed. This method is objectionable also, from the fact that in most cases the sums to be raised are small, while a great amount of trouble and expense is involved in calling the necessary meetings, in securing the required vote, and in making the assessments and collections. General dissatisfaction, therefore, naturally grows out of this mode of local taxation.—(State report, p. 10.)

THE ONLY REMEDY.

The superintendent says that he sees no way by which these difficulties may be avoided and the objections overcome but through the adoption of the township system. In the division of the territory the township should be the ultimate unit in school matters, as it is in all others. It is a thoroughly organized corporate body. It is prepared at all times to raise whatever money it needs for public purposes, and can borrow when necessary. It has its assessor, its collector, its committeemen, and other officers. It has its regular annual meeting of the citizens and committee meetings. It only becomes necessary to secure a township board of school officers, and we have everything that is required. The school interest of the township would be regarded as a unit, and their management would be the same as that of the cities.

He therefore thinks that the State appropriation derived from the two-mill tax and all other moneys coming from a general source should be appropriated directly to the township and placed in charge of the township school committee to be used for the benefit of all the schools according to their respective needs. If the moneys thus received prove insufficient, the township can easily furnish the supplemental amount needed, and without additional expense.—(State report, p. 11.)

TEACHERS AND SALARY.

The number of male teachers employed during the year 1873-'74 was 960 and the number of females 2,256, being an increase of 53 males and 32 females. The dispor-

portion between male and female teachers is greater in the cities than in the country districts. In the counties of Cape May, Monmouth, Ocean, and Sussex the number of males and females is about equal.

The male teachers receive \$65.77 per month, being a decrease of fifteen cents from the average amount paid last year. The females receive \$33 per month, which is an increase of \$1.39. The salaries paid in Hudson County, both to males and to females, average higher than in any other county in the State. The county that follows Hudson in this respect is Essex and the county third in order is Union. The lowest average salary for males is paid in Sussex County and the lowest for females is in Ocean.—(State report, p. 11.)

TEACHERS' CERTIFICATES.

Of first-grade county certificates there have been issued 66 to males and 30 to females; of the second, 90 to males and 76 to females; and of the third, 499 to males and 993 to females—making a total of 655 to males and 1,099 to females, or 1,754 in all. The total number to males is 94 greater than last year and the total number to females is 124 greater, making a total increase of 182.

The number of applicants rejected because of their inability to pass the required examination was 536. The number of rejections last year was 361. The percentage of rejections in the year 1873-'74 was 23 against 19 the preceding year. This increase in the number who are refused certificates is due to a gradual elevation in the standard of qualifications required.—(State report, p. 12.)

SCHOOL DISTRICTS, HOUSES, ETC.

The number of school districts in the State is 1,369; the number of school-buildings, 1,493; and the number of school departments, 2,835. The increase in the number of districts is 2; in the number of school-buildings, 13; and in the number of departments, 194.

The number of unsectarian private schools is 253, being a decrease of 55 since last year; the number of sectarian private schools is 101, being a decrease of 23.—(State report, p. 13.)

CONDITION OF SCHOOL PROPERTY.

During the year 1873-'74, 51 new school-houses have been erected and 82 repaired. The total amount expended for the improvement of school property has been \$660,715.32. The amount ordered to be raised for the same purpose in 1874-'75 is \$613,237.84. The total valuation of the school property is \$6,000,732.—(State report, p. 14.)

OUTHOUSES.

In consequence of continued neglect on the part of many of the districts to erect suitable outhouses, the superintendent found it necessary in the year 1873-'74 to issue a circular directing the county superintendents to withhold all further payments of school moneys from such districts until the matter received proper attention. At the time this circular was issued there were 76 districts without outhouses and 185 with such as were considered unsuitable. All these districts received a copy of the circular, and all, excepting 23, either rebuilt or made satisfactory repairs. At the time of the report, November 5, 1874, there were but 11 districts in the State without outhouses and but 12 where the existing houses are considered unsuitable. The number of new ones erected was 145 and the number repaired 93.—(State report, p. 15.)

ATTENDANCE.

Total enrollment in the public schools.....	186,392
Average attendance upon the public schools.....	96,224
Number that attended private schools.....	36,527
Number that attended no school.....	71,895
Percentage of total census attending the public schools.....	63
Percentage of total census attending the private schools.....	12
Percentage of total census attending no school.....	25

The percentages of total enrollment, of the attendance upon private schools, and of non-attendance are the same as last year. The average attendance upon the public schools shows an increase of 2 per cent.; the attendance for ten months or more, an increase of 1 per cent.; and the attendance between eight and ten months, an increase of 1 per cent.

An increase of 2 per cent. in the average attendance is equivalent to nine months' schooling of about four thousand children, and this is equivalent to the establishment of ten large additional schools, with ten teachers in each. Thus, while the percentage of enrolled attendance has remained the same, this apparently slight improvement in the regularity of attendance has resulted in a very large increase in the aggregate results accomplished by the school system, and no additional expense has been involved.—(State report, p. 16.)

THE NEW COMPULSORY LAW.

Mr. Apgar says it is impossible to determine how much of this increase in average attendance is due to the compulsory law enacted by the legislature in the winter of 1873-'74. This act was approved March 27, 1874, and therefore was in operation but three months of the year for which the report was rendered. The passage of this law undoubtedly had some effect upon the attendance, but, in the judgment of the superintendent, it is too meager in its provisions and has been in operation too short a time to produce all the results reported.

In the passage of the compulsory law, the State is about to try an experiment in which all who deplore the irregularity of attendance must feel a deep interest. The law requires every person having control or charge of any child between the ages of 8 and 13 years to see that such child has at least twelve weeks' schooling each year, six weeks of which must be consecutive. The penalty for non-compliance with this requirement is \$20, to be collected by any court having competent jurisdiction. The money thus collected is added to the school fund of the district in which the person who thus refuses to comply with the law resides. This penalty is not imposed in cases where it is satisfactorily shown that the person so neglecting is unable, by reason of extreme poverty, to comply with the requirements of the act.

The law is defective in the fact that it makes no provision for its enforcement.—(State report, p. 17.)

DISTRICT SCHOOL LIBRARIES.

Eighty-nine districts have either established free school libraries or added to existing ones during the year 1873-'74, making, in all, 267 districts that have established such libraries, 77 that have made the first addition to them, and 29 that have made the second.

This has been done under a law passed in 1871 authorizing the treasurer of the State, upon the order of the State superintendent of education, to pay over the sum of \$20, out of any money that may be in the public treasury, to every school district which shall raise by subscription a like sum for the same purpose, to establish within such district a school library, with \$10 further annually, under like order, to said districts, on condition that they raise a like sum for the increase and maintenance of the library.—(State report, pp. 18, 19.)

SCHOOL ARCHITECTURE.

On this important subject the superintendent says: "The amount expended annually in the State for building and repairing school-houses is upwards of half a million dollars. In the year 1868, the total valuation of school property in the State was but \$2,114,509. The total valuation now is \$6,000,732, having nearly tripled in six years. The number of new school-houses erected yearly is about one hundred. In consequence of this great activity in school-building, I am in almost daily receipt of letters from trustees and building committees, asking for school plans and for information respecting heating, ventilation, furnishing, &c. Through the kindness of Albert N. Dabb, of Elizabeth, I am enabled this year to furnish some excellent plans of school-buildings having from one to four rooms. Before giving the plans, I will offer a few suggestions with reference to school-buildings for country districts.

(1) *School grounds*.—The first important point in the erection of a school-building is the selection of a suitable site. It should be high and dry, easy of access, near the center of population, and, if possible, not less than one acre in extent. It should not be in the neighborhood of a hotel, where the morals of the children might be contaminated, or near a noisy manufactory, nor should it be placed too near a much-traveled highway, where, in the summer season, when doors and windows are thrown open, the noise of wheels and the clouds of dust would prove an annoyance to the school. The building should be placed in the center of the lot, the cellar-dirt thrown up around it, and the lot graded so as to form a regular slope from the building. Care should be taken in grading that no surface hollows are left in which water would lie and form unsightly puddles.

The lot should be inclosed with a neat, substantial fence, and divided by a fence in the rear between the girls' and boys' play-grounds.

Two water-closets should always be provided and placed in the opposite rear angles of the lot.

A number of shade-trees should be planted in the front of the lot and also in the play-grounds. Trees are inexpensive, involve no after-expense, and they make the school premises a pleasant spot for the eye to rest upon.

Gravel or plank walks should be laid from the street to the school-house, and from it to the out-buildings; by this means the school-room can be kept clean, which is impossible if the children have to come in from a muddy play-ground with no place to clean their shoes.

(2) *Foundations and cellar*.—Every school-building should have a foundation of stone or brick (whichever is the cheapest) started from three to four feet below the surface, in

order to avoid displacement by frost. These foundation-walls should be carried up high enough to form a cellar having a clear height of 6 feet. This cellar, besides forming an excellent place for wood and coal, will make the rooms above more healthy. A suitable place must be provided for fuel, and a cellar will cost no more (often less) than a wood-shed, and requires no repairs. A wood-shed soon decays, gets into a dilapidated condition, and then becomes a receptacle for dirt and filth.

It is false economy to build, as is too often done, immediately on the ground, in order to save the expense of a good foundation. The lower part of the building is always damp, and it necessarily soon rots and decays, and in a very few years a large outlay is required to put in new sills, timbers, flooring, &c. A house built upon a high foundation, with a good cellar under it, will last nearly as long again as one setting low, and under which there is no excavation.

(3) *Materials*.—After deciding upon the foundation, the materials of which the superstructure is to be built become the next subject of consideration. In those districts where bricks are as cheap, or nearly as cheap, as lumber, it will always be advisable to use brick. A brick building will last much longer, require less repairs, is warmer in winter and cooler in summer, than a frame building. Whichever may be selected, only the best materials of their respective kinds should be used. Nothing is gained in the end by using cheap materials or by employing inferior workmen.

(4) *Construction*.—In framing a wooden building the sills and girders should be of heavy timber; the weight is thus distributed more evenly over the foundation, and any tendency to unequal settlement avoided. The floor-beams should be of sufficient depth and strength to make the floor perfectly stiff. No vibration should be felt when classes are walking over the floor.

The outer framework should be sheathed over with matched boards, one inch thick, over which the usual weather-boarding should be nailed. The sheathing strengthens the frame, and makes the house cooler in summer and warmer in winter than when the weather-boards are nailed directly to the frames.

In buildings of one story shingle-roofs are better than slate, as the latter are easily broken by stones carelessly thrown by pupils.

(5) *Belfry and ventilator*.—A belfry has been placed on each of the designs given. It serves the double purpose of belfry and outlet for the impure air from the ventilating shaft. A suitable covered outlet for ventilation is highly important and should always be provided. After the ventilating belfry is built, the cost of a bell is but small.

Every school-house should have a bell. The clocks in a country neighborhood vary so much that many children can scarcely help either being too early or too late, while if a school-bell is rung at a regular time before each session, punctuality can be secured and the discipline of a school kept at a higher standard.

(6) *Outside finish*.—All wood trimmings, or cut work, for belfries, porches, gables, eaves, &c., should be bold and substantial, and cut out of plank not less than two inches in thickness. If made of thin boards they give the work a pasteboard appearance and look weak and unsubstantial.

Outside steps to school-houses should be of easy ascent. The risers should not exceed six inches in height and the steps should not be less than ten inches wide. Suitable scrapers and mats should be provided for each outside doorway.

Outside doors that are regularly used by the pupils should always open into a vestibule having an inner door. This will prevent cold currents of air entering the school-room. A single door between the outer air and school-room is too common. In such buildings rain and snow are sometimes driven half-way across the room when the door is opened for the ingress or egress of a pupil. The room can never be kept properly warmed, and if a room is not warm and comfortable the teacher can do but little successful teaching, for the pupils will be more occupied in the attempt to get warm than in learning their lessons.

(7) *Inside finish and arrangements*.—Clothing should not be hung around a school-room; it is very unsightly, and when hung up wet it emits a very unpleasant odor while drying. Neither should clothing be hung up in vestibules, halls, or detached cloak-rooms; it is liable to be stolen or injured, and when away from the eye of the teacher there is always more or less disorderly conduct while the clothing is being put off or on. Cloak-rooms or wardrobes should always open into the school-room; they are then under the direct supervision of the teacher, and all disorderly conduct or injury to clothing avoided. Wardrobes should be wainscoted to the height of not less than six feet, and a sufficient number of japanned heavy iron clothing-hooks screwed on. Shelves should be put up for dinner-baskets and overshoes and an umbrella-stand provided.

The ceiling of a school-room should be about fourteen feet high; twelve feet will answer, if the room is not to be a crowded one. Not more than fifty pupils can be successfully taught by one teacher. The size and seating of a room, therefore, should be such that not more than this number can be accommodated. As a general rule, a room averaging 24 by 25 feet will be found a very convenient size for one teacher. Not less than fifteen square feet of floor space should be allowed to each pupil. Some of the

plans furnished will admit of more than fifty pupils to one teacher, but I would earnestly recommend that no one teacher be required to teach more than fifty scholars; forty or forty-five would be still better and the results more satisfactory.

(8) *Lights, windows, and blinds.*—One side of a school-room should always be blank, having no windows; the teacher's desk should be placed against this side of the room, and the pupils, of course, seated to face in this direction. Children should never sit facing a light, on account of its injurious effects upon the eyes. The light should always come over their backs or shoulders; a side light is the best.

Every school-room should have at least four large windows, hung with cords and weights for convenience of opening. The glass should be free from stains and unsightly waves. If the eight-light windows are used, 16 by 24 inches is the best size for the lights; if windows of eighteen lights are wanted, 10 by 16 inches is a proper size. This latter size is preferable, as they cost less to replace.

Excepting in calm or sultry weather, when there is little air moving, teachers should only open the windows on the side of the room opposite to that from which the wind is blowing; if found necessary to open on the windward side, the windows should be lowered only a very short distance from the top, not sufficient to create a draught where the pupils are sitting. At recess, or intermission, it is well to open all the windows and thoroughly renew the air of the room.

The windows of the school-room should be provided with inside blinds; they are much more easily managed than outside ones, and the teacher can much better regulate the light. It is not always agreeable in stormy weather to raise the sash to adjust the blinds, and the upper part of an outside blind cannot generally be got at by the teacher. Outside blinds afford no protection against wanton injury, and they are very liable to be blown about and broken by strong winds.

It is a very common error not to admit light enough into our school-rooms. Teachers often keep the blinds closed, and the scholars are required to study in a sort of twilight. The eyes of the children are thus subjected to an undue strain, and when they pass out of doors into a strong light an intense reaction ensues. This dilation and contraction of the pupil of the eye cannot but prove injurious.

In regard to light, teachers should always observe the following rule: Never allow pupils to sit for any length of time facing a light; never close the blinds of the school-room except to prevent the direct rays of the sun from falling on the pupils; and never close the blinds on the north side of the room.

(9) *Ventilation and ventilating apparatus.*—A free supply of pure air can be obtained by casing up one or more of the spaces between the floor-beams; these cold-air ducts should communicate with openings in the foundation walls, and registers or covered openings made in the floors behind the zinc screens surrounding the stoves. The air by this arrangement would be warmed before entering the room. Cold-air ducts should be covered with fine-wire screens.

The simplest and, for small country schools, the best method of carrying off the foul air of the school-room is by means of plain ventilating shafts extending from the floor up through the roof, and covered with a ventilating belfry or with an iron ventilating cap. The shafts should have an aggregate capacity of not less than three square feet for a school-room seating forty pupils. Each ventilating shaft should have a large opening or register near the ceiling and a small one near the floor.

(10) *Stoves.*—For heating, two medium-sized stoves will be better than one large one. They should be placed in the angles of the room and be partially surrounded by a semi-circular zinc screen to protect the wood-work. Two stoves are more economical than one large one, as early and late in the winter, in moderate weather, one stove will be sufficient, while in extreme weather both will be required. The heat from two will be felt more uniformly in all parts of the room.

(11) *Furniture.*—Every school-house should be well furnished. Everything added to make the school-room comfortable, convenient, and attractive, facilitates the work of education. A teacher cannot be expected to do good work without the proper tools. The desks furnished the children should be of the most approved style; they should have folding seats, so as to allow of freedom of motion in marching, calisthenics, and general exercises. Settees, placed in front of the teacher's desk, are convenient for recitation purposes. The teacher's desk should be neat and substantial, having at least six drawers in it. There should be three or four chairs, a thermometer, an eight-day clock, a small globe, a call-bell, and other conveniences for teaching. Every school-room should have a plentiful supply of blackboard space. The best, of course, is the natural slate; this will last as long as the building, and in the end it is much cheaper than any artificial substitute. Every space around the room on all sides should be used for blackboard purposes. The blackboard is the teacher's best assistant.

I will chiefly call attention to a few additional points:

(1) One-story buildings are better for the health of the children than those of two stories; able physicians protest against small children being required several times in a day to mount high stairways.

(2) One-story buildings of two, three, or four rooms, do not cost any more than two-story buildings having the same area of floor space. If more than three or four rooms are required, then I would recommend a two-story building, as large pupils are not affected the same as the smaller ones by climbing stairs. Where a public hall is required, then a two-story building will be necessary.

(3) Every two-story school-house or public building should have two stairways. This is necessary to separate the boys from the girls, and, in case of a panic or accident, the upper floor can speedily be emptied without dangerous crowding. The stairs should average about four feet in width, of easy ascent, tread ten inches wide, with a rise not exceeding six and a quarter inches; this proportion will make a very easy and safe stairway. The staircase and hall doors should open outward. The class-room doors should open inward.

(4) The ventilation of school buildings having more than two rooms becomes a difficult problem, and special plans should always be prepared for this branch of building. The trifling cost of plans is nothing compared to the health of the children. No committee should venture to overlook this very important subject. My own experience during the past few years has shown me that school-houses can be ventilated without any complicated apparatus. The proper ventilating-apparatus, shafts, iron caps, registers, &c., will generally cost about 6 or 8 per cent. upon the cost of the building.

(5) One of the best methods of warming buildings of two or more rooms is by hot-air furnaces, provided they are properly made and of sufficient size to allow of their being run at a low temperature. Where a furnace is kept at only a gentle heat, the air sustains but little, if any injury, but when it passes over the red-hot plates of an over-worked furnace, the air is devitalized and made too dry for healthy respiration. Steam-heating is the best, but is too expensive for school-houses of ordinary size.

KINDERGARTEN SCHOOLS.

In Miss E. P. Peabody's list of genuine Kindergärten, one appears as taught by Miss Kate E. Smith, at 569 Madison avenue, Elizabeth; one, also, under Miss Gilmore, at Orange; and one under Miss Julia Smith at Montclair. This last reports to the Bureau of Education 1 instructor besides the principal, with from 16 to 22 pupils in attendance; all of Fröbel's occupations; also reading and writing on two days of the week; all the gifts, a blackboard, and a piano; tables at which 5 children may sit, a garden, one large and two small rooms. The children are in attendance 3 hours daily; ages, from 3 to 8.

One other, at Hoboken, under Miss L. Luther, reports 40 children in attendance; 6 lessons, or 4½ hours, for 4 days of the week; and 4 lessons, or 3 hours, for two days; ages, 4 to 7.

One at Newark, apparently a part of the city system, under Miss Ida Leichhardt, has two assistant instructors, with 67 pupils. The apparatus and appliances are those recommended by Fröbel; the number of hours the children are in attendance daily, 5. Another in the same place, also apparently of the city system, is under Miss Ottilie Donai, with two assistants; has 80 children in attendance 5 hours daily, all Fröbel's gifts and occupations, piano, staffs for gymnastic exercises, and Prang's pictures for object lessons.

Still another, at New Brunswick, under the Misses French and Randolph, has, in all, 4 instructors and 15 pupils in the Kindergarten proper, with 7 in advanced classes where reading is taught, but modeling continued; all Fröbel's gifts and occupations.

CITY SCHOOL SYSTEMS.

JERSEY CITY.

The board of education had under its control in 1874 26 schools, subdivided into 46 departments, viz: normal, 1; high, 1; grammar, 16; primary, 20; evening, 8. The school formerly attended only by colored children was discontinued June, 1874, and its 2 teachers and 23 pupils were taken into the other schools.

The normal department, although having only one session per week of three hours on Saturday, has thus far been a most powerful aid in securing a higher degree of culture and knowledge in the teachers. There were during the year 183 teachers and 42 candidates for the position attending the normal class.

In the high school, three courses are arranged, a commercial, modern English, and classical, and it is optional with the parents of pupils to select any one of the three or portions of each, if the times of recitation allow.

Most of the pupils in the evening schools were of primary grade, and the only studies reading, writing, spelling, and arithmetic. In two schools, classes were organized with teachers acquainted with the German language, as there were many Germans who could not speak or read English. The total attendance in all the evening schools was 240.

In accordance with a provision of the legislature of 1873, a sum not exceeding \$1,000 annually is to be expended "for the establishment and maintenance of a free library

for the use of the teachers and pupils of the public schools and others." A beginning has been made by the purchase of about 785 volumes, more than one-half of which are constantly in the possession of readers.

The average attendance of pupils in the primary departments and schools is about 70 per cent. of the entire attendance in all the schools. Equal qualifications are required for the teachers in these schools as for those in the grammar schools, and it is claimed that thousands of children go forth from these lower grades with such knowledge of the fundamental rules of arithmetic, with such an acquaintance with reading, spelling, and writing, as gives them a fair start in life.

The average register of the pupils in all the schools, 10,452, shows an increase of 910 over the number for the previous year, and the average attendance was 9,301, or 981 more than in 1874.

It is believed that very many children are forced to attend various private schools or spend their time in the streets for want of school-room. During the year there were 1,890 applications for admission which had to be refused on this account. It is impossible, says the superintendent, to tell how many of those who were refused admission made a second or third application, but after making the largest reasonable allowance for duplicate refusals enough will remain to show the great need of more school-houses; and, it is added, no law to enforce attendance at school can ever be anything but a nullity in Jersey City until at least three more school-houses are erected.—(Report of board of directors of education, Jersey City, 1874.)

PATERSON.

The number of children enrolled in the public schools during the year was 9,500; the average enrollment for the year, 5,835; and the average attendance, 4,264; the increase on the average enrollment of the previous year is 882.

Much attention is given to physical and vocal training. Light gymnastics are practiced daily in every class. Special attention has also been directed to vocalization. Music has been taught regularly, in all the schools, aiding very much in the moral phase of education. Drawing has not been introduced, but it is thought that its importance and the growing manufacturing interests of the city demand for it a place in the course of studies.

The normal school, or class, is doing more efficient work than formerly, but still the results are quite unsatisfactory. Some of the teachers (pupils) regard the regulation that they shall study as unjust, and these, too, are those who most need the instruction imparted in the normal and are doing the poorest work in the schools. On the other hand, many are manifesting proper interest in and devotion to their work, and are making commendable progress. The number of teachers is 3; teachers attending as pupils, 69; candidates for the position of teacher, 13.

There are 21 schools and departments in the system, viz: normal, 1; high, 1; grammar, 6; primary, 9; evening, 4; teachers, including one special for music, 96. The colored school has been discontinued and the pupils attend the other schools.—(Report of board of education, 1874.)

NEWARK.

The board of education report a very prosperous year educationally; an increase of about 1,800 more pupils in the day and 94 in the evening schools, and the character of school instruction and discipline constantly improving. Additional school accommodations have been provided and more teachers employed; and yet still greater accommodations would be required were the act relating to the attendance of children at school enforced. The act provides for the compulsory attendance of all children between the ages of 8 and 13 years at some public or private school, at least 12 weeks in each year, if not instructed at home, under a penalty to parents or guardian of a sum not exceeding \$20, unless such parent or guardian shall be able to prove that he was unable, by reason of extreme poverty, to comply with the law. This last clause nullifies the law, since any one can plead poverty who desires the services of his child.

The number of youth 5 to 18 years of age in the city in 1874 was 31,781; the number registered in public schools, 1873-74, was, in day schools, 16,171; in evening schools, 1,589; in Saturday normal, 120—total, 17,880. Increase for the year, 1,178.

The Saturday normal school had an average attendance of 77 out of 120 registered as members, and the class of 1874 had 42 graduates, 32 of whom are engaged in teaching.—(Report of board of education, Newark, 1874.)

TRAINING OF TEACHERS.

NEW JERSEY STATE NORMAL SCHOOL, TRENTON.

This school was organized in 1854. The number of pupils in attendance in 1874 was 269, of whom 234 were ladies and 35 gentlemen. The State annually appropriates \$20,000 to its support, this being, for the past year, a per capita sum of \$60 for pupils in attend-

ance. The annual expense for each student, including board, is about \$154. The State has recently erected boarding-houses in the vicinity of the school, by means of which the price of board has been reduced as low as from \$2 to \$3 a week.

The course of instruction, which is very thorough, occupies three years. Graduates of the school who have received certificates are authorized by law to teach in the common schools of the State without further examination. During the last scholastic year there were 35 graduates, of whom 31 engaged in teaching.

Drawing is taught here very extensively; music also, both vocal and instrumental, and there is connected with it a model school. There is a chemical laboratory, philosophical apparatus, a gymnasium, and a library of 3,000 volumes, whose increase during 1874 was 300 volumes.—(Reports to the United States Bureau of Education.)

FARNUM PREPARATORY SCHOOL, BEVERLY.

There is connected with this academic institution a normal department, which, during 1874, numbered 12 pupils—11 ladies and 1 gentleman. An appropriation of \$1,200 was received from the State during that year. The students of the normal department receive no diplomas on completion of their course and are not authorized to teach in the schools of the State without examination.—(Reports to the United States Bureau of Education.)

OTHER NORMAL SCHOOLS.

Normal schools or classes exist in connection with the city school systems in Jersey City, Newark, Paterson, and possibly other cities of the State, and are found generally very efficient means of improvement to the teachers employed, as well as of preparation for candidates for the teacher's profession. In the three cities mentioned the total number of pupils in attendance upon these classes was 427. In Jersey City and Paterson the number was 307, of whom 252 were teachers engaged in the schools and 55 were candidates for the position. The report from Newark does not state how many of the 120 pupils in the normal class were teachers actually engaged in the schools. (City reports of Jersey City, Newark, and Paterson, 1874.)

SECONDARY INSTRUCTION.

ACADEMIES AND SEMINARIES.

Reports have been received from 36 academies and seminaries, 7 being for the secondary instruction of boys, 9 for girls, and 20 for both, with a total of 194 teachers and 2,716 pupils; 1,645 of the latter are engaged in English studies, 461 in classical, and 438 in modern languages; 147 are definitely reported as preparing for classical and 40 for scientific courses in college; 29 of these schools teach drawing, 26 vocal and 28 instrumental music; 13 have laboratories, 20 apparatus, and 21 libraries ranging from 50 to 10,749 volumes.

The 7 schools for boys have 38 teachers and 519 pupils; in English studies there are 280; classical, 145; modern languages, 60; preparing for classical course in college, 52; for scientific, 24; 4 teach drawing, 3 vocal and 5 instrumental music; 5 have laboratories, 5 apparatus, and 3 libraries of 700 to 4,000 volumes.

In the 9 schools for girls there are: teachers, 50; pupils, 345; in English studies there are 308; classical, 20; modern languages, 148. All the 9 teach drawing, 8 vocal and 8 instrumental music; 1 has a laboratory, 3 apparatus, and 5 libraries of 100 to 1,000 volumes.

The 20 schools for both boys and girls have 106 teachers and 1,852 pupils; 1,057 of the latter study English branches, 296 classical and 225 modern languages; 95 are preparing for classical and 16 for scientific courses in college; drawing is taught in 16, and vocal and instrumental music each in 15; 7 have laboratories, 12 apparatus, and 13 libraries ranging from 50 to 10,749 volumes.—(Reports to the United States Bureau of Education, 1874.)

PREPARATORY SCHOOLS.

Four schools for the preparation of students for college report statistics to this Office. There are in all 27 instructors and 297 pupils; in classical studies there are 118; in scientific 37; and in other courses there are 142. The course of instruction lasts from three to six years. Two of these schools have laboratories, 3 cabinets and apparatus, 3 gymnasiums, and 4 libraries with 400 to 1,600 volumes.—(Reports to the United States Bureau of Education.)

The preparatory department of Burlington College, Burlington, is located in extensive and beautiful grounds on the Delaware, near Burlington. The liberality of friends and patrons has provided a gymnasium, a bowling-alley, and boats and barges for use on the river which bounds the lawn in front. The college, thus far, is little more than a preparatory department. It has six classes, or forms, each designed to occupy one year, the sixth, or highest, giving the course of study that is usually prescribed for the freshman class in college.—(Catalogue of Preparatory Department, Burlington College.)

BUSINESS COLLEGES.

Information has been received from three of these colleges, having a total attendance of 253 students, of whom 331 are gentlemen and 22 ladies; 6 were studying German and 5 French. There were 10 instructors. One has a library of 550 volumes.—(Reports to the United States Bureau of Education.)

SUPERIOR INSTRUCTION.

COLLEGE OF NEW JERSEY, PRINCETON.

During the last two years of the course students have an opportunity of selecting, to a certain extent, the studies which they will pursue. These elective studies are chosen at the beginning of the college year, and for the entire year such studies are, when chosen, equally obligatory with those required.

A gymnasium is open for the use of the students every day, except Sunday, morning, noon, and evening, during such hours as are not otherwise occupied with college duties.

A limited number of students of good moral character, intellectual ability, and promise, needing assistance, are aided by means of the endowed scholarships which yield to the college the amount of their tuition-fees. The college also possesses a fund given for the purpose of aiding indigent candidates for the ministry of the Presbyterian Church, from which they can receive at least \$30 a year each.—(Catalogue of College of New Jersey, 1874-'75.)

The trustees of Princeton have elected George Macloskie, LL. D., professor of natural history. Dr. Macloskie is an A. B. and A. M. of the Queen's University, in Ireland, and an LL. D. of the University of London. In the examination for the A. B. and A. M. degrees he gained the highest honors, and stood first in all departments of natural science, and in the searching examination (in 1874) for the degree of doctor of laws, he stood highest and was awarded the gold medal.—(College Courant, November 21, 1874.)

RUTGERS AND SETON HALL.

These two colleges, the former under the control of the Reformed Church in America, the latter under that of the Roman Catholic, present to the Bureau for 1874 no other information respecting themselves than what is contained in the following table.

COLLEGES FOR WOMEN.

Four colleges for the superior instruction of women report a total of 54 teachers and 520 students. In 2, 303 are reported unclassified. In 1, there are 191 in the regular course, without other designation. The fourth presents 29 in the regular course and 7 in the scientific. One only, as reported, confers degrees. All have libraries ranging from 1,000 to 2,000 volumes. All but one teach music, vocal and instrumental; also drawing, painting, French, and German. Spanish and Italian are taught each in one. Two have museums, 3 laboratories, 2 apparatus, and 1 a gymnasium.—(From reports to the Bureau of Education.)

Statistics of colleges, 1874.

Names of colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship-funds.	
Burlington College	11	0	65	—	—	\$0	\$0	\$15,000	\$0	\$1,200	2,000
College of New Jersey	19	9	—	407	\$500,000	755,000	48,000	18,200	—	75,000	42,000
Rutgers College	13	0	0	173	400,500	405,150	15,347	4,830	—	0	29,300
Seton Hall College	32	—	45	60	—	—	—	—	—	—	8,000

a Includes society libraries.

PROFESSIONAL AND SCIENTIFIC INSTRUCTION.

THEOLOGICAL.

The Theological Seminary of the Presbyterian Church at Princeton affords a very thorough four years' course of professional training to college graduates or persons who have otherwise obtained a classical education. Hebrew is the only Oriental language that is taught in the regular course, but such students as desire it may be instructed in Chaldee-Syriac, Arabic, or in the elements of Sanskrit.

An elegant library edifice is the gift of James Lenox, LL. D., of New York. It contains upwards of 24,000 volumes, chiefly theological. The library has, from the generosity of Mr. A. Stuart, a fund of \$10,000, whose annual proceeds are devoted to its maintenance and increase. Students also have the privilege of using the library of the college.

There is no charge for tuition or room-rent. The only fees required of students are \$10 for the general expense fund and \$1 for the use of library. Board is furnished at the refectory for \$3 a week, and in clubs the cost has been reduced even lower.

Drew Theological Seminary, at Madison, N. J., is under the charge of the Methodist-Episcopal Church. The regular course of study requires three years for its completion. Pupils who pursue this must have been graduates of some college. To meet the wants of those who have not enjoyed such advantages, an introductory course of four years in the classics is arranged. No charge is made for tuition, room-rent, or use of library, and board in the refectory has been reduced as low as \$2.50 a week.

The German Theological School, near Newark, under the Presbyterian Church, has been in existence about five years, and now numbers 22 students. There are a theological and an academical department; in the latter the German language is the most prominent study pursued.

SCIENTIFIC.

The John C. Green School of Science, a department of the College of New Jersey, endowed by Mr. John C. Green, entered on its second year September 9, 1874. Two courses are thrown open in this school: the one for those who enter directly, and who after three years' study may become candidates for the degree of B. S.; the other is for those who, having received the degree of B. S., may, after pursuing a two years' course in special departments of science, apply for the degree of master of science.—(Catalogue of College of New Jersey for 1874-75.)

Returns from the college state that Mr. John C. Green, with others, has given about \$100,000 to Princeton College, to further endow and fully equip the school of science. This department was established by Mr. Green, who has previously expended \$500,000 on it in buildings, apparatus, &c. When finished, it will probably compare favorably with any kindred institution in America, if not abroad.

The Scientific School of Rutgers College reported, for 1874, to the congressional Committee on Education and Labor that, to the \$115,945 received from the sale of agricultural land-scrip, the college added enough to make the amount \$116,000, and that this sum, as directed by the legislature, was invested in New Jersey State bonds, bearing 6 per cent. interest. These bonds are deposited with the State treasurer, who pays the interest thereon semi-annually to the trustees of the college. It further reports that, out of 47 graduates of the school, 19 are civil engineers, 5 are architects, 3 are manufacturers, 3 teachers, 11 merchants, 1 a physician, and 1 a lawyer.

Statistics of schools for scientific and professional instruction.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, build-ings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	
SCHOOLS OF SCIENCE.									
John C. Green School of Science.....	14	....	26	3	\$140,000	\$100,000	\$7,060	\$1,367	.....
Stevens Institute of Technology.....	10	....	299	4	500,000	500,000	40,000	4,175	5,000
Scientific School of Rutgers College....	11	....	55	4	.....	116,000	6,960	.....	68,800
SCHOOLS OF THEOLOGY.									
Drew Theological Seminary.....	18	5	118	3, 2	300,000	250,000	17,500	.....	15,000
German Theological School of Newark..	6	0	23	2, 3	30,000	20,000	700	.....	.....
Theological Seminary of the Reformed Church in America.	5	4	38	4	300,000	220,000	12,500	.....	20,000
Theological Seminary of the Presbyterian Church at Princeton.	7	6	116	3	200,000	450,000	29,000	.....	26,000

a Also 40 preparatory students.

b Includes society libraries.

TRAINING OF TEACHERS.

TEACHERS' INSTITUTES.

During the past year, institutes have been held in the counties of Atlantic, Bergen, Camden, Cape May, Cumberland, Essex, Gloucester, Hunterdon, Middlesex, Monmouth, Morris, Ocean, Passaic, Salem, Somerset, Sussex, Union, and Warren. The attendance at these meetings has been unusually large and the interest manifested has been exceedingly gratifying. In several of the counties the number present has reached 95 per cent. of those engaged in teaching, and in none has it been less than 75 per cent.

The effort has been to make these institutes as beneficial to the teachers as possible. Approved methods of instruction are presented and useful hints and suggestions pertaining to school organization and management are given. They serve as auxiliaries to the State normal school. At least 90 per cent. of our teachers have never had the advantage of a normal school course, and it is only at these meetings that they can enjoy, in a limited sense, the benefits which such a course is calculated to afford.

The only way to improve the schools is through the teachers. In the same proportion as we elevate the teachers, we elevate the schools. At these meetings the whole object and aim is to give the teachers such assistance, advice, and instruction as will tend to make them more efficient in their work; and great good is known to result.

SPECIAL INSTRUCTION.

STATE INDUSTRIAL SCHOOL FOR GIRLS.

The State Industrial School for Girls of the State of New Jersey was commenced some three years ago, on rented property, on the outskirts of the city of Trenton, N. J. Some few months ago the new building was opened, also situated perhaps half a mile from the edge of the city. The building is of brick, very neatly and tastefully built; the first of the "family buildings" of the institution. It is surrounded by ample grounds tastefully laid out. The rooms are small. The building is intended for the accommodation of thirty-five girls. Every one has her own room, small it is true, but her own, perfectly private, scrupulously neat and clean. The guest-chamber and the hospital, or chamber for the sick, could hardly be surpassed for taste, neatness, and propriety. So with the kitchen and all the surroundings.—(New York School Journal, October 10, 1874.)

SUNDAY-SCHOOL INSTRUCTION.

The report of the seventeenth annual Sunday-school convention of New Jersey, held at Millville, 1874, states that there are 1,693 Sunday-schools in the State and 171,778 scholars. The value of Sunday-school libraries is estimated to be \$205,000.

LIST OF SCHOOL OFFICIALS IN NEW JERSEY.

Hon. ELLIS A. APGAR, *State superintendent of public instruction, Trenton.*

STATE BOARD OF EDUCATION.

Name.	Post-office.
<i>Officers.</i>	
His excellency Governor Joseph D. Bedle, president.....	
Hon. William A. Whitehead, vice-president.....	
Hon. Ellis A. Apgar, State superintendent and ex officio secretary.....	
<i>Executive committee.</i>	
John Maclean, D. D., LL. D.....	
William A. Whitehead.....	
Charles E. Elmer.....	
Henry C. Kelsey.....	
A. L. Runyon.....	
<i>Committee on grounds and buildings.</i>	
Elias Cook.....	
Henry C. Kelsey.....	
<i>Trustees of the school fund.</i>	
His excellency Joseph D. Bedle, governor.....	Jersey City.
Hon. Robert Gilchrist, attorney-general.....	Jersey City.
Hon. A. L. Runyon, State comptroller.....	New Brunswick.
Hon. Henry C. Kelsey, secretary of state.....	Trenton.
Hon. John W. Taylor, president of the senate.....	Newark.
Hon. George O. Vanderbilt, speaker of the assembly.....	Princeton.
<i>Trustees of the State Normal School.</i>	
Charles E. Elmer.....	Bridgeton.
Richard M. Acton.....	Salem.
John Maclean, D. D., LL. D.....	Princeton.
Benjamin Williamson.....	Elizabeth.
Robert Allen, jr.....	Red Bank.
Thomas Laurence.....	Hamburg.
Rymier H. Veghte.....	Somerville.
John M. Howe, M. D.....	Passaic.
Rodman M. Price.....	Ramsey's.
William A. Whitehead.....	Newark.
William H. Steele, D. D.....	Newark.
Bennington F. Randolph.....	Jersey City.
Elias Cook, treasurer of the State Normal School.....	Trenton.

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Atlantic.....	George B. Wight.....	Absecon.
Bergen.....	E. E. Vreeland.....	Hackensack.
Burlington.....	Walter A. Barrows.....	Mt. Holly.
Camden.....	F. R. Brace.....	Blackwoodtown.
Cape May.....	Maurice Beesley.....	Dennistown.
Cumberland.....	R. L. Howell.....	Millville.
Essex.....	Charles M. Davis.....	Bloomfield.
Gloucester.....	William Milligan.....	Woodbury.
Hudson.....	William L. Dickinson.....	Jersey City.
Hunterdon.....	C. S. Conkling.....	Frenchtown.
Mercer.....	William J. Gibby.....	Princeton.
Middlesex.....	Ralph Willis.....	Spotswood.
Monmouth.....	Samuel Lockwood.....	Freehold.
Morris.....	John R. Runyon.....	Morristown.
Ocean.....	Edward M. Louan.....	Forked River.
Passaic.....	J. C. Cruikshank.....	Little Falls.
Salem.....	William H. Reed.....	Woodstown.
Somerset.....	Elias W. Rarick.....	Somerville.
Sussex.....	E. A. Stiles.....	Deckertown.
Union.....	N. W. Pease.....	Elizabeth.
Warren.....	Ephraim Dietrich.....	Columbia.

NEW YORK.

STATISTICAL SUMMARY.*

STATEMENT OF THE CAPITAL OF THE PERMANENT SCHOOL FUND.

Bonds for lands sold.....	\$235,033 90
Bonds for loans.....	157,630 13
Loans of 1840.....	49,326 00
Bank stock.....	50,000 00
State stocks.....	1,165,057 24
Comptroller's bonds.....	36,000 00
Money in the treasury.....	1,310,866 28
Oswego City bonds.....	25,600 00
Total.....	3,029,513 55
Increase from 1872, \$25,000,	

FINANCIAL STATEMENT.

	Cities.	Rural districts.	Total.
RECEIPTS.			
Amount on hand, October 1, 1872.....	\$878,905 96	\$255,651 37	\$1,134,557 33
Apportionment of public moneys.....	1,028,714 35	1,665,627 56	2,694,341 91
Proceeds of gospel and school lands.....	36 44	35,626 17	35,662 61
Raised by tax.....	4,600,019 05	3,043,345 47	7,643,364 52
Estimated value of teachers' board.....		225,931 68	225,931 68
From all other sources.....	105,103 71	249,801 22	354,904 93
Total receipts.....	6,612,779 51	5,475,983 47	12,088,762 98
Corresponding total for 1872.....	6,266,589 74	5,289,448 06	11,556,037 80
Increase.....	346,189 77	186,535 41	532,725 18
EXPENDITURES.			
For teachers' wages.....	3,693,641 64	3,721,539 75	7,415,181 39
For libraries.....	11,985 65	15,218 14	27,203 79
For school apparatus.....	294,889 92	59,255 76	294,145 68
For colored schools.....	66,543 03	8,063 46	74,611 49
For school-houses, sites, &c.....	1,050,926 50	943,206 39	1,994,132 89
For all other incidental expenses.....	663,714 59	470,866 13	1,140,580 72
Forfeited in hands of supervisors.....		151 25	151 25
Total expenditures.....	5,721,706 33	5,224,300 88	10,946,007 21
Corresponding total for 1872.....	5,387,683 78	5,028,904 22	10,416,588 00
Increase.....	334,022 55	195,396 66	529,419 21
Balance on hand, October 1, 1873.....	891,073 18	251,682 59	1,142,755 77

A table is given showing the annual increase of expenditure for common schools from 1850 to 1873, inclusive. In 1850 the whole expenditure was \$1,607,684.85; in 1873 it reached the sum of \$10,946,007.21, an increase at the rate of nearly half a million per annum. The whole amount expended during that period has been \$127,508,937.78.

The following table shows the entire amount expended during the year for the maintenance of public educational institutions, not including appropriations made to orphan asylums and other public charities in which instruction is given:

For wages of common school teachers.....	\$7,415,181 39
For district libraries.....	27,203 79
For school apparatus.....	294,145 68
For colored schools.....	74,611 49

* From report of Hon. Abram B. Weaver, State superintendent of public instruction, for the school year ended September 30, 1873, transmitted to the legislature February 20, 1874. For statistics of 1874 see Table I at the close of this volume.

For buildings, sites, furniture, repairs, &c.....	\$1,994,132 69
For other expenses incident to the support of common schools.....	1,140,580 72
State appropriation for support of academies.....	47,861 98
State appropriation for teachers' classes in academies.....	15,363 50
For teachers' institutes.....	11,982 35
For normal schools.....	150,627 79
For Cornell University.....	35,000 00
For Elmira Female College.....	3,500 00
For Indian schools.....	8,293 99
For salaries of school commissioners.....	90,560 87
For department of public instruction.....	18,856 62
For regents of the university.....	7,145 95
For printing reports and school registers.....	8,900 00
Total	11,343,349 01
Corresponding total for 1872.....	10,849,001 20
Increase	494,347 81

APPORTIONMENT OF PUBLIC MONEYS FOR THE YEAR ENDED SEPTEMBER 30, 1874.

The school moneys for the fiscal year ended September 30, 1874, are derived from the following sources:

From the common school fund.....	\$170,000 00
From the United States deposit fund.....	165,000 00
From the State school tax.....	2,500,032 68
Total	2,835,032 68

The apportionment has been made, as required by law, as follows:

For salaries of school commissioners.....	\$91,200 00
For supervision in cities.....	19,000 00
For libraries.....	55,000 00
For contingent fund, (including \$89.33 for separate neighborhoods).....	1,962 29
For Indian schools.....	3,264 45
For district quotas.....	888,202 08
For pupil and average attendance quotas.....	1,776,404 16
Total	2,835,032 98
Apportionment of public moneys for 1873.....	2,694,341 91
Increase for 1874.....	140,691 07

SCHOLASTIC POPULATION AND ATTENDANCE.

The whole number of children between the ages of 5 and 21 years, as reported, was:

	Cities.	Rural districts.	State.
In 1872	662,778	859,175	1,521,953
In 1873	693,075	867,745	1,560,820
WHOLE NUMBER IN ATTENDANCE.			
In 1872	409,272	614,858	1,024,130
In 1873	416,063	614,716	1,030,779
AVERAGE DAILY ATTENDANCE.			
In 1872	199,853	294,907	494,850
In 1873	203,697	295,772	499,469
AGGREGATE NUMBER OF DAYS OF ATTENDANCE.			
In 1872	38,479,418	50,234,513	88,713,931
In 1873	39,601,393	49,737,186	89,338,579

The average time each pupil in the rural districts attended school was sixteen and two-tenths weeks; in the cities, nineteen weeks.

LENGTH OF SCHOOL TERM.

Average length of term in cities	41 weeks.
Average length of term in rural districts	32 weeks 4 days.
Average length of term in the State.....	35 weeks:

CLASSIFICATION OF PUPILS.

The number of pupils instructed in all schools during the year was as follows:

	1872.	1873.
In the common schools.....	1,024,130	1,030,770
In the normal schools.....	6,377	6,319
In the academies.....	31,421	27,687
In the colleges.....	4,012	3,414
In the private schools.....	131,761	135,956
Total	1,197,701	1,204,355

NUMBER OF TEACHERS.

The whole number of teachers employed in the common schools was:

	Males.	Females.	Total.
In 1872	6,670	21,987	28,657
In 1873	7,097	22,367	29,464

The number reported as "employed at the same time for the legal term of twenty-eight weeks or more" was as follows:

	In cities.	In rural districts.	Total.
In 1872	4,800	13,256	18,056
In 1873	4,940	13,355	18,295

The "district quota" is annually determined, in January, by dividing the aggregate amount apportioned for that purpose by the number of teachers simultaneously employed during the previous year in the several districts, for the legal term of twenty-eight weeks. The amount paid as a "district quota" in 1873 was \$43.43.

TEACHERS' LICENSES.

Teachers in the common schools were licensed as follows:

	By normal schools.	By superintendents of public instruction.	By local officers.	Total.
Cities.....	295	457	5,006	5,758
Rural districts.....	337	706	22,663	23,706
Total for 1873.....	632	1,163	27,669	29,464
Total for 1872.....	543	1,095	27,019	28,657

TEACHERS' SALARIES.

The whole amount expended for teachers' wages was:

	Cities.	Rural districts.	Total.
In 1872	\$3,316,026 27	\$3,640,529 49	\$6,957,455 76
In 1873	3,693,641 64	3,721,539 75	7,415,181 39
Increase over 1872.....	377,615 37	\$1,010 26	457,725 63

The average annual salary for each teacher was :

	Cities.	Rural districts.	State.
In 1872	\$691 03	\$274 63	\$385 33
In 1873	747 70	278 66	405 31

The average weekly wages were :

	Cities.	Rural districts.	State.
In 1872	\$16 73	\$8 37	\$11 04
In 1873	18 24	8 49	11 58

The amount paid for teachers' wages was \$2,588,709.75 more in 1873 than in 1867, which is an advance, in six years, of nearly 54 per cent. upon the gross amount, and of more than 31 per cent. upon the average annual salaries of the increased number of teachers.

SCHOOL DISTRICTS.

The reported number of school districts in the State, exclusive of cities, which do not have such divisions, was :

In 1872	11,367
In 1873	11,327
Decrease	40

This decrease is caused chiefly by the consolidation of small districts and the formation of graded schools in the larger towns and villages. The diminution in the number of districts within the last ten years is eighty-seven. This does not, however, show the full number of districts which have been consolidated with others during that period, since new districts have also been organized in thinly-settled portions of the State, as required by an increasing population.

SCHOOL-HOUSES.

The number of school-houses, with their classification according to the materials of which they are constructed, is as follows :

	Log.	Frame.	Brick.	Stone.	Total.
Cities		55	330	10	395
Rural districts	113	9,884	902	445	11,344
Total, 1873	113	9,939	1,232	455	11,739
Total, 1872	121	9,941	1,198	483	11,743

Their number and classification, as reported for the years 1863 and 1873, are as follows :

	Log.	Frame.	Brick.	Stone.	Total.
1863	216	9,969	995	573	11,753
1873	113	9,939	1,232	455	11,739
Increase			237		
Decrease	103	30		118	14

This does not represent the full number of new buildings, for many have been constructed in place of old ones of similar material.

VALUE OF SCHOOL PROPERTY.

The value of school-houses and sites was first reported in 1865. The following statement shows the increase in value since that time :

	Cities.	Rural districts.	Total.
Reported value in 1865.....	\$5,041,061	\$1,904,863	\$9,945,923
Reported value in 1873	16,767,026	10,429,394	27,196,420
Increase since 1865	11,725,965	5,524,532	17,250,497

The average value of school-houses and sites is, in the cities, \$42,448.10; in the rural districts, \$919.38. The average value of school-houses and sites in the rural districts has more than doubled since 1865.

EXPENDITURE FOR SCHOOL BUILDINGS.

The sums spent for school-houses, outhouses, sites, fences, furniture, and repairs, as reported for the years 1864 and 1873, were as follows :

	Cities.	Rural districts.	Total.
In 1864.....	\$370,815 34	\$276,485 89	\$647,301 23
In 1873.....	1,050,926 50	943,206 29	1,994,132 89
Increase since 1864	680,111 16	666,720 50	1,346,831 66
Total expenditure for the period from 1864 to 1873	8,890,183 27	7,426,824 10	16,317,007 37

From the foregoing statement it appears that the sum expended for these purposes during the last ten years is more than half the reported value of all the public school-houses and sites in the State.

Statement of the State tax of one and one-fourth mills levied in 1868 and in 1873 for the support of common schools.

	Valuation.	Amount of tax.
In 1868.....	\$1,766,089,140	\$2,207,611 42
In 1873.....	2,129,626,386	2,662,032 98
Increase	363,537,246	454,421 56

STATISTICS OF NORMAL SCHOOLS.

Number of such schools, exclusive of New York City.....	8
Whole number of pupils in all departments.....	6,319
Average attendance	3,647
Whole number of pupils in normal department.....	2,761
Average number in attendance.....	1,465
Average age of male pupils—years.....	19.7
Average age of female pupils—years.....	19.3
Number of graduates—males, 36; females, 203.....	239
Total receipts.....	\$166,529 36
Total expenditure.....	161,911 15

STATISTICS OF SCHOOLS FOR INDIANS.

Number of districts	28
Number of children between 5 and 21 years of age.....	1,746
Whole number of pupils registered during the year.....	1,229
Average daily attendance.....	764
Number of teachers—males, 5; females, 28.....	33
Number of white teachers	23
Number of Indian teachers	10
Average number of weeks school was taught.....	32.3
Value of school-houses.....	\$13,450 00
Total receipts for school purposes	9,296 89

ELEMENTARY INSTRUCTION.

GENERAL REVIEW.

The superintendent, reviewing the past six years, during which the free school law has been in operation, says: "The free school system, inaugurated in 1867, has been so successfully vindicated by its results that it may be deemed secure. Under its operation, the aggregate yearly attendance of pupils at the public schools has increased nearly eighty-two thousand and the average daily attendance nearly eighty thousand. Three new normal schools have been added to the five previously established, and all of them have been brought to a definite and systematic plan of operation."

"The statistics for 1873 are distinguished by the unprecedented aggregate and average attendances at the schools, which exceed, by several thousands, that of any previous year. This is not a spasmodic increase, but is the product of an uninterrupted growth that has characterized the returns each year since the free school system was inaugurated. The average number of pupils in attendance for the whole State, each day of the entire term in 1873, was 4,619 more than that of the equal term in 1872; 5,821 more than in 1871; 14,764 more than in 1870; 31,048 more than in 1869; 53,601 more than in 1868, and 79,512 more than for the shorter term in 1867."

These results, and others indicated by the statistics, afford evidence of a prosperous condition of the schools.—(State report, pp. 7, 11, 57.)

CONSTITUTIONAL AMENDMENT.

Among the constitutional amendments recommended by the commission of 1873 is the following, relating to the educational funds and property of the State:

"Neither the credit nor the money of the State shall be given or loaned to, or in aid of, any association, corporation, or private undertaking. This section shall not, however, prevent the legislature from making such provision for the education and support of the blind, the deaf and dumb, and juvenile delinquents, as to it may seem proper. Nor shall it apply to any fund or property now held, or which may hereafter be held, by the State for educational purposes."—(State report, p. 55.)

FREE SCHOOL FUND.

The superintendent in his last report suggested such an amendment to the law as would secure more careful and adequate supervision of the fund. This suggestion was not acted upon by the legislature, however, and the law in relation to the fund remains the same as it has been for many years past. But after the discovery of the defalcation in the treasury, in October, 1873, measures were taken which, if faithfully adhered to, will, it is believed, prevent any further misapplication of the moneys belonging to the fund.

The balance in the treasury at the close of the fiscal year was not sufficient to meet the payments which must be made from the fund before the school taxes of the current year will be paid into the treasury. Consequently, for some months, it will be necessary either to overdraw the account or suspend the payment of appropriations regularly made by the legislature. It is therefore suggested that the legislature appropriate from the free school fund a sum \$100,000 less than the estimated proceeds of the State school tax. This once done, and adhered to, would leave a sufficient balance in the treasury at the close of each fiscal year to meet payments required by regular appropriations before the receipt of taxes.—(State report, pp. 19, 20.)

APPORTIONMENT OF SCHOOL MONEYS.

Attention is again called to that provision of law which directs that a certain portion of the public moneys received by each county shall be divided among the several school districts according to the average daily attendance at school. The tendency of this practice is to reduce the length of school-terms, since the highest average attendance is more readily secured for a short period than a long one. The recommendation is renewed that the statute be so amended that hereafter the part of the funds hitherto apportioned to average daily attendance shall be divided according to the aggregate number of days of attendance at school.—(State report, p. 21.)

LAW FOR SECURING ATTENDANCE.

The State legislature, on May 11, 1874, passed a law to enforce the attendance of children at school, of which the following is a brief summary:

(1) It is enacted that every child between the ages of 8 and 14 years shall be instructed 14 weeks each year, at school or at home, in spelling, reading, writing, English grammar, geography, and arithmetic, or double that time in an evening school.

(2) That no child of this age shall be employed unless the employer has a certificate that such instruction was given said child the previous year; penalty, \$50.

(3) The school officers, in September and February of each year, shall "examine into the situation of the children" in manufactories, and see if they have certificates.

(4) When a child has been discharged from business in order that he may receive instruction, the parent or guardian shall send him to school fourteen weeks at least.

(5) If parents are not able to supply text-books the school officers shall furnish them.

(6) If the parents cannot induce the child to attend school, the school-officers "shall provide suitable places for the instruction and confinement of such children."

(7) School officers shall enforce these provisions. They may call on the police and constables to enforce their regulations.—(New York School Journal, September 5, 1874.)

The general opinion concerning this law seems to be that, as it now stands, it is so vaguely drawn, and its provisions so defective, as to render it almost valueless as a means of accomplishing the object for which it is designed. The opinions expressed by the school trustees of Greenburg are substantially those of a majority of the school committees in the State. The Greenburg committee, "at a meeting held for the purpose of making rules to carry out the provisions of the new compulsory education law, came to the conclusion that the law is defective in the following particulars: First, the trustees, upon whom devolves the carrying out of the law, are not liable to any penalty should they fail to do so. Secondly, they are not empowered to enforce any penalty for violation of the act or to collect any fines imposed by it. Thirdly, the act fails to provide any way to raise money to carry out its provisions. A resolution was passed petitioning the legislature to so amend the law as to cover these defects."—(New York Times, January 2, 1875.)

At a meeting of the State Association of School Commissioners and Superintendents, held at Syracuse in December, 1874, (Syracuse Morning Standard, December 31, 1874,) the law was pronounced defective and inefficient, and a resolution, asking the legislature to "so complete and perfect the act already passed that it may the better secure the results at which it aims," was unanimously adopted.

SUPERVISION.

The superintendent says: "Although the proposed regulation, that the engagement by a school commissioner in any other than his official occupation should work a forfeiture of his office, has not been enacted into a law, it is a pleasure to state that a majority of the commissioners, whose terms of office commenced January 1, 1873, have devoted themselves to their proper work with commendable fidelity, and with the evident disposition to fulfill the letter and spirit of the statute which, besides certain specific requirements, directs the commissioner 'generally to use his utmost influence and most strenuous exertions to promote sound education, elevate the character and qualifications of teachers, improve the means of instruction, and advance the interest of the schools under his supervision.' Such service as the law contemplates, and as those referred to have rendered, cannot fail to benefit the schools, and deserves a generous recognition."

During the year the salaries of two commissioners have been withheld for "violation and neglect of duty." The superintendent says of these cases: "The measures referred to have been determined upon pursuant to the conviction, heretofore repeatedly expressed, that thorough supervision is essential to the prosperity of the public schools and that accountability on the part of school commissioners is indispensable to such supervision. It is idle to attempt to improve the schools by mere force of law, however well planned, without efficient supervisory officers."—(State report, pp. 52-55.)

DISTRICT LIBRARIES.

For several successive years the attention of the legislature has been directed to the wretched condition of the school district library system, and yet the sum of \$55,000 is annually distributed for the support of libraries that, in many districts, do not exist. The decrease in the number of volumes during the last year was 17,638. This is a continuation of the uninterrupted decline which reduced the number of volumes from 1,604,210 in 1853, to 856,555 in 1873.

Amendments in accordance with former recommendations on this subject, and designed to correct existing evils, were submitted to the legislature of 1873, but did not receive final action. It was proposed to present them to the session of 1874, when, it was hoped, they would receive that attention which their importance demands, the plan being to prohibit absolutely the use of library moneys for any other purpose whatever, to *compel* districts to raise by local taxation a sum equal to that apportioned from State funds, and to *permit* them to raise by taxation a sum four times greater.—(State report, p. 24.)

SCHOOLS FOR INDIANS.

The attendance at these schools during the year ended September 30, 1873, was greater than that of the year preceding, and, on several of the reservations, embraced a large proportion of all the youth between 5 and 21 years of age.

On the Allegany and Cattaraugus reservations, having a total school population

of 970, the number who attended school some portion of the year was 820 and the average daily attendance for the whole term of thirty-two weeks was 620. These facts show that the people residing on those reservations take great interest in the education of their children.

The report from the Onondaga reservation is not so encouraging. It is about thirty-six years since the first school was established on this reservation and an effort made to bring the tribe under civilizing influences. This attempt was a failure, and subsequent efforts met with imperfect success. The State school was established in 1845, and has been supported by State funds and under the supervision of the superintendent of public instruction ever since that time. During the school year ended September 30, 1873, the number of children registered was a little over one-half, and the average attendance exactly one-fifth, of the entire school population. The superintendent of the reservation urges a radical change in the treatment of these Indians: that their tribal system should be broken up, and that they should no longer be treated as wards of the State, but be invested with the rights of citizenship. He thinks that only by these means can they be brought to appreciate the advantages of education.

The superintendent of the Shonecock reservation reports a school population of 45, a registration of 37, and an average attendance of 17. A summer school was successfully taught by an Indian female of the tribe. The desire for a good school is quite general among the parents, and the superintendent believes that the pupils will compare favorably with those of the same age in the white schools of the county.

On the Tonawanda reservation a new district has been formed, making three in all, and a new school-house has been completed, at a cost to the State of about \$500. The superintendent urges the building of another school-house during the coming year. The Indians of this tribe manifest a deep interest in the education of their children, and the report is generally encouraging. Of the 112 children of school-age, 87 attended school at some time during the year.

The schools on the Tuscarora reservation were closed for several weeks, on account of the prevalence of small-pox, and the attendance was thereby reduced. Otherwise, the superintendent believes, it would have been better than in any previous year. The condition and prospects of the schools are better than ever before.

No special reports are made of the schools on the Oneida and Madison and St. Régis reservations, but their statistics are included in the table of statistics of Indian schools.—(State report, pp. 28 and 94-98; also, table, p. 90.)

REPORTS OF COUNTY COMMISSIONERS.

The reports of the county commissioners indicate a widely-differing educational condition in the different counties of the State. In many portions the facts evidence a healthy public sentiment, a flourishing condition of the schools, well-qualified and well-paid teachers, good school-houses, ample apparatus, and progress in every direction. In others—though these, it is hoped and believed, are in the minority—the present condition and future prospects are by no means so encouraging. The principal difficulties enumerated by the commissioners in these counties are poor school-houses, an almost entire absence of school apparatus, and poorly-qualified teachers.

Of school-houses and apparatus the commissioners of several counties speak as follows: Allegany County, first district: "A lack of proper interest in the schools on the part of the people is evinced by the condition of many school-houses and the almost entire absence of school apparatus. Out of 136 school districts not more than 20 are provided with apparatus, and most of these have been supplied during the past year." Broome, first district, reports "43 first-class houses" and "34 so poor as to be unfit for use." "Nine houses are separated from the highway by fence and 103 are not." The commissioner of Clinton County, first district, says: "In some instances I have found the school-room destitute of a chair, broom, blackboard, teacher's desk, maps, and charts, and, in three or four cases, without desks for the children," though, happily, "this state of things does not exist to a very great extent." The commissioner of Cortland County, first district, "finds the schools, with few exceptions, without maps, globes, or any apparatus whatever." The report from Jefferson County, second district, says: "So long as our houses remain in their present condition, destitute of everything but rough benches and blackened walls, just so long may we expect to see our average daily attendance 50 per cent. of what it should be." In this district the poor school-houses seem not to be confined to country districts, equal complaint being made of some of the villages. Several other commissioners make substantially the same reports, though some are not so unfavorable as those quoted, and none are worse.

Concerning the teachers employed, a still larger number report very discouragingly. The prominent difficulties seem to be the employment of young and inexperienced ones, a low standard of examination, and the determination of many trustees to employ none but "cheap teachers." The commissioner of the second district of Livingston County thus enumerates the troubles in his district: "First, the inefficiency of the present trustee-system; secondly, the unjust and unequal burdens of local taxation for the support of schools; thirdly, the inevitable and unceasing wrangling about district bounda-

ries; fourthly, the too frequent change of teachers and the absence of anything like a systematic course of study; fifthly, the irregular attendance of pupils." These are considered "defects of the school system," applying equally to other localities.

Nearly all of the commissioners declare themselves in favor of a compulsory law and some advocate the adoption of the one-trustee system. In Saratoga County better schools are found in districts with one trustee than in those where there are three. A few of the commissioners strongly advocate uniformity of text-books.

Concerning district libraries almost the same report comes from every portion of the State. They are "among the things that were," "steadily decreasing," or "utterly neglected;" and a large majority of the commissioners use the same words concerning the appropriation for libraries: "used to pay teachers' wages." Many of them recommend the abolition of these libraries altogether and that the money appropriated for this purpose be applied to the purchase of apparatus.—(State report, pp. 236-380.)

KINDERGARTEN SCHOOLS.

In a list of such schools in the United States, published by Miss E. P. Peabody in her Kindergarten Messenger for March, 1874, it is said that "the largest Kindergarten, and a model with the best conditions, is that of Mrs. Kraus-Boelte, 7 Gramercy Park, Twentieth street, New York, being a part of Miss Haines's large educational establishment." Mrs. Kraus is assisted by her husband, Mr. J. Kraus, and by three ladies. Fifty-five children attend for 5 days in the week, $3\frac{1}{2}$ to 4 hours daily.

Mrs. A. W. Longfellow, trained under Mrs. Kriege, who has been one of the chief advocates of this system in America, has also a Kindergarten school at No. 120 Remsen street, Brooklyn, with 30 children under 3 instructors, all Fröbel's occupations, and only these; 4 hours' attendance daily for 5 days in the week.

For other schools of this character—of which there are 7 besides these in the State, with 21 teachers and about 280 pupils—see Table V at the close of this volume.

CITY SCHOOL SYSTEMS.

NEW YORK CITY.*

Officers: Twenty-one commissioners of common schools, with a city superintendent, 7 assistant superintendents of schools, a superintendent of school-buildings, and an engineer.

Number and classification of schools.—"The whole number of schools is 304, including 44 grammar schools for males, 45 grammar schools for females, 13 grammar schools for both sexes, 64 primary departments, 47 separate primary schools, 9 schools for colored children, 43 corporate schools, 37 evening schools, (including the evening high school,) 1 normal school, (normal college,) and one model or training school, connected with the normal college. Besides these, provision is made, through the Saturday sessions of the normal college, for the instruction of teachers."

Attendance.—"The average attendance of pupils for the year ended December 31, 1874, was 117,239, and the whole number of pupils enrolled and receiving instruction during any portion of the year is reported as 251,545, an increase over the corresponding numbers reported last year of 7,844 in the average attendance and 15,092 in the whole number taught. The average attendance and number of pupils taught in each class of schools during this and the preceding year are exhibited in the following table:

Schools.	1874.		1873.	
	Average attendance.	Whole number taught.	Average attendance.	Whole number taught.
Male grammar schools.....	17, 149	31, 463	16, 221	30, 749
Female grammar schools.....	15, 684	29, 551	15, 565	28, 848
Mixed grammar schools, male and female....	2, 400	4, 354	1, 036	2, 034
Primary departments.....	41, 873	91, 819	39, 812	90, 247
Primary schools.....	19, 143	44, 904	16, 839	39, 734
Colored schools.....	870	2, 040	813	2, 134
Normal schools.....	1, 263	2, 226	1, 169	1, 965
Corporate schools.....	8, 690	22, 843	8, 780	21, 192
Evening schools.....	10, 162	22, 340	9, 160	19, 550
Total.....	117, 239	251, 545	109, 395	236, 453

* From annual report of Hon. Henry Kiddle, city superintendent, for the year ended December 31, 1874.

"The attendance above reported would have been larger had every school been able to hold its sessions during the entire school year. The closing of several of the grammar schools for some weeks has caused, to some extent, a diminution. The average attendance of pupils in the schools of the annexed district, north of the Harlem River,* was 4,130, which must be deducted from the number above reported, in order to show the actual increase of attendance at the schools within the former city limits. This will, however, leave an excess of 3,714 over last year's attendance, which is larger than has occurred for several years. The average attendance and yearly enrollment, as shown in the preceding exhibit, present a very great discrepancy, the former being only about 55 per cent. of the latter. This is explained by the fact that many pupils are constantly passing from school to school, in consequence of a change of residence and other causes, and as each school returns all the pupils who attended during any portion of the year, the same pupils are counted several times in the aggregate of the different returns. Were some means devised to correct this statistical inaccuracy, the general enrollment for the year would be considerably reduced."

Absenteeism.—"The average number of pupils on register during the year, as compared with the average attendance at all the day schools, shows the rate of absenteeism to be about 11 per cent., which is somewhat less than during the previous year. This rate is smallest in the male grammar schools, in which it is less than 8 per cent.; and largest in the colored schools, being in these about 22 per cent. In the primary schools it is nearly 3 per cent. greater than in the primary departments."

Mixed schools.—"The term mixed schools, meaning here schools containing male and female pupils, has not heretofore been used in the annual reports; since, as most of the primary departments and schools are mixed, in that sense, none of them have been classified according to the sex of their pupils. The number of grammar schools of this description has, until the present year, been so small that it has not been deemed requisite to mention them as a separate class. The grammar schools of the annexed district being all mixed schools, the number has become so large as to render it important that this class of schools be presented, so as to exhibit the precise extent to which the co-education of the sexes exists in the grammar schools. A careful examination of these schools has elicited nothing to discredit in any way this mode of organization. The principals commend it as possessing many advantages over the plan of separating male and female pupils of such an age and grade of attainment, and it is undoubtedly favorable to accurate classification, as well as to an economical administration of our system."

Overcrowding and ventilation.—"In a report presented to the board of education by the committee on buildings, it is stated that in the furnishing of the rooms no regard has been had to any other consideration than to crowd in as many seats as the superficial area would permit, and this without the application of any just sanitary principle or law. In many recitation-rooms the amount of cubic feet of air per pupil is below 50 and in some even less than 40. This report also shows that there is a great and unreasonable disparity between the accommodations afforded in the primary and grammar departments. In many of the buildings, while the rooms of the grammar departments are furnished so as to afford from 100 to 150 cubic feet of air per pupil, in the primary departments scarcely 50 cubic feet of air is afforded. A great reform is needed in the furnishing of the school-rooms. A proper principle should be adopted and applied to regulate this matter, and no more seats should be placed in a room than would be justified by its size and other considerations having reference to the means of ventilation."

Examinations.—"All the schools have been examined once during the year and many of them several times. Of 2,112 classes thus examined, the instruction in 1,041 was found to have been excellent; in 901, good; in 149, fair; in 20, indifferent; and in 1, bad. These results do not differ materially from those of the preceding year. The instruction in about 49 per cent. of the classes was found to be excellent and in about 9 per cent. it was defective; last year the corresponding items were 48½ per cent. and 9 per cent. The greatest degree of deficiency in instruction has been apparent in the male grammar schools and the greatest degree of excellence in the female grammar schools. In the latter schools there was no deficiency of any great importance, except in 15 classes out of an aggregate of nearly 400. The general average results show a slight falling off in reading and arithmetic and a small degree of improvement in spelling and writing. During the last two years the results in spelling have been better than in any of the other branches; reading is invariably third or fourth in the order of excellence; and the reports of the last five years show that all the schools have done worse in arithmetic than in any other study."

Discipline.—"The proportion of schools in which the general management was found to have been excellent is less than last year. The discipline of the male grammar schools has improved 4 per cent. during the year and that of the female grammar

* This district was brought in under act passed May 23, 1873, providing for the annexation of the towns of Morrisania, West Farms, and King's Bridge, in the county of Westchester, to the city and county of New York.

school has been kept up to the high standard of previous years, lacking only 3 per cent. of the highest degree of excellence. The discipline of the primary schools appears to have retrograded to some extent and that of the colored schools to have advanced. The whole number of pupils reported as suspended during the year is 88, of whom 26 have been re-admitted.*

Course of instruction.—"The course of instruction, as at present prescribed, is believed to be, in the main, judicious and, when faithfully carried out, well calculated to accomplish the objects of our common school system. Its requirements have been modified during the past year, and, in the language of the committee, 'the course has been made simple and practical. What the pupils learn they will be enabled to acquire thoroughly, and, at the same time, it will be possible to adapt the course to the varying wants and requirements of the different localities of the city.' It is with a view to the latter circumstance that such branches as phonography, book-keeping, architectural and mechanical drawing and designing, &c., have been made permissory in the highest grade of the course. This provision has been understood by some as an encroachment upon the province of common school instruction; as a transgression of its proper limits, because its tendency is towards technical education. It certainly is not more so than to educate the female pupils of the grammar schools for the technical work of teaching or to afford to young men the fundamental training required for the learned professions. As I understand this provision, it is to diversify the objects of our common school education, so that, instead of tending in the direction of one art or profession, it might be made to have a practical bearing upon several different departments of industrial occupation."

German.—"The German teachers, as a general rule, have faithfully and earnestly tried to make this branch of study a success, but they have had to encounter many difficulties. Prominent among these are: (1) the distinction which, in many schools, is still made between the study of German and other branches of the regular course to the disadvantage of the former; (2) the injudicious selection of German text-books; (3) failure on the part of a number of teachers to comply with the prescribed course of studies; (4) the embarrassment occasioned by the admission to a class of pupils who are not sufficiently advanced to keep up with it; (5) the insufficiency of time allowed for this study in a number of the schools. For these and other reasons the time has not yet come when the results attainable by the present course of instruction can be ascertained by the practical experience of a number of schools; but the progress of the German classes is considered, under the circumstances, highly creditable, and Mr. Kiddle strongly recommends the continuance of the study as a part of the regular course."

French.—"This language is now taught only in a small number of the grammar schools, and only in the two highest grades. The results that could reasonably be expected have been fully attained, but the time allowed for French is so short that it is impossible to make the study of lasting advantage to any class of pupils. It is recommended that either the course of instruction be extended or the study discontinued."

Musical instruction.—"It is much to be regretted that the efforts made to systematize this department of instruction during the past year have been unsuccessful. The expense has been considerable and the results reported generally unsatisfactory. It is to be hoped that during the ensuing year some plan will be devised by which the results of musical instruction in the schools will be made comparable with those produced in other cities and commensurate with the large outlay made for its support."

Evening schools.—"The examinations held in the evening schools show that of 279 classes examined, the instruction in 144 was found to have been excellent; in 106, good; in 12, fair; in 5, indifferent; and in 1, bad. These results, when compared with those of last year, show a gratifying improvement. The whole number of pupils enrolled during any portion of the term was 15,123 males and 5,801 females. The average attendance for the term was 5,727 males and 3,317 females and the largest average attendance for any single week was 8,193 males and 3,856 females. This does not include the evening high school, nor the colored schools. The whole number enrolled in the latter was 424; the average attendance, 126; and the largest weekly average, 159. Some additional stimulus seems to be needed in order to make these schools as beneficial as they should be. Many of the pupils are too irregular in their attendance to accomplish much, and the exercises of the school fail to interest a very large class who ought to be in attendance. The sessions of the evening high school were continued, as in previous years, for twenty-four weeks. The average attendance was 992. The results of an examination of the classes were quite creditable."

ROCHESTER.*

Officers: A board of education of fourteen members, one from each ward, with a city superintendent of public schools.

* From report of City Superintendent S. A. Ellis.

Attendance.—There has been a steady improvement in attendance during the last five years. The following table shows what has been accomplished in this direction :

Year.	Whole number belonging.	Number present every half-day.	Number neither tardy nor absent.	Hours lost by tardiness.	Number of days' absence.	Per cent. of daily attendance.
1869-'70	6,568	1,710	1,334	661	9,740	90
1870-'71	6,088	2,064	1,662	679	8,374	91
1871-'72	5,557	1,892	1,568	381	7,490	92
1872-'73	5,961	1,000	1,000	171	8,163	93
1873-'74	6,593	2,533	2,438	61	7,164	94

School accommodations.—The school accommodations are still entirely insufficient, and the funds placed at the disposal of the building committee are too limited for the work that should be done. The small annual appropriation of \$15,000 for building and of \$5,000 for repairs has crippled the work of this committee for several years past.

Examinations.—During the past year three written examinations were held. The systematic teaching of writing in conjunction with printing in the lower grades, as pursued for the past two years, made a written examination possible in all grades. The results of this attempt to teach script writing to the youngest children have been most satisfactory, and some of the examination papers from the eighth and ninth grades would have done credit, in their penmanship, to the fifth and sixth grades.

German.—The introduction of German into the schools has proved a success. Over 500 pupils are now pursuing this study. It is found that they acquire the language with great facility, and that it does not seriously interfere with their English studies. It is hoped that German may be given a permanent place in the course of study.

Evening schools.—Two evening schools were in session for about four months. Five teachers were employed, with an average attendance in both schools of nearly 300. The number in attendance was less than during the previous term, but the schools themselves proved more satisfactory and those who were in attendance made rapid progress.

SYRACUSE.*

Officers: A board of education of eight members, one from each ward, with a city superintendent of public schools.

School accommodations.—During the past year it was found impossible to accommodate all pupils who applied for admission. In some schools sittings were only provided by filling every available space with loose chairs, and at one time it was found that there were in the schools about 100 pupils more than the sittings would accommodate. Two new buildings are in process of construction, and others are being enlarged, and these, when completed, will afford nearly 800 additional sittings.

Promotions.—For three years semi-annual promotions have been practiced with entire success in all the grades except the last class of the senior grade. It was feared that admissions to the high school oftener than once a year would seriously interfere with the interests of that school. But it is now in contemplation to apply the semi-annual promotions to that school as well as to the lower grades. This change will, it is thought, remove the seeming necessity which has existed for admitting ill-prepared pupils to the high school, in order to save them from losing a year of time.

Drawing.—During the past year the Walter Smith system of drawing has been adopted in all the grades. The change was made at the commencement of the last term, February 1. A course was arranged for each grade, and the teachers, under the direction of the special drawing teacher, commenced their terms' work in this department. The results of this work have been fully satisfactory, and far greater than could reasonably have been expected in so short a time.

Music.—Progress has been made in this department fully equal to any of the others, and it is intended another year to have the study of music thoroughly established and graded in all the schools.

Course of study.—Nine years have heretofore been allowed for the public school course, but it is now in contemplation to make the course below the high school to consist of eight years, requiring the same amount of study as in the nine years' course. It is also recommended in the new course to introduce oral instruction in the natural sciences, beginning with the first primary grade and continuing through all the classes to the high school.

Evening schools.—The evening school was continued about 16 weeks during the winter, with a registered attendance of 285 and an average attendance of 76.

*From report of City Superintendent Edward Smith.

TROY.*

Officers: A board of commissioners of twelve members, with a city superintendent of schools.

Attendance.—The whole number of children of school age in the city is 17,372. Of these, 7,591 (less than half) have received instruction in the public schools during some portion of the year. The average attendance has been 91½ per cent. of the average number belonging and 57½ per cent. of the total registration. This is an improvement on the previous year.

Absenteeism.—"While the average attendance for the year is very gratifying, there still exist a large amount of unnecessary absence and considerable truancy. The reports give a grand total of absence amounting to 124,578½ days, equal to nearly 15 per cent. of the actual attendance."

Course of study.—Some important changes have been introduced into this. Among these is the giving greater prominence to oral instruction in primary schools, the extension of the ground to be traversed in it, and the beginning of practical arithmetic in the intermediate schools, instead of crowding it entirely into the grammar schools. The high school course will, for the future, cover the space of four years."

Drawing.—"The systematic practice of drawing is still confined to the primary schools and the high school. While little display of the work has been made, the results have been very satisfactory. The school-board are not inclined to make a hobby of this subject, but desire to give such elementary instruction as will lay a fair foundation for future work when its necessity becomes manifest. It will be introduced into the other grades as soon as practicable."

Evening schools.—"The evening schools of 1873-'74 began their operations November 17, 1873, and were in session seventy-two evenings. The largest number of teachers employed at one time was 21. The total enrollment was 938 and the average attendance 355."

UTICA.†

School officers: A board of school commissioners of six members, with a city superintendent of public schools.

The year's progress.—The superintendent thus summarizes the work of the year: "The enrollment has considerably increased beyond that of any preceding year, the attendance has been more uniform, tardiness has been largely reduced, and the annual examinations, including the regents', have been better sustained than ever before, resulting in greater uniformity of transferring to higher grades."

School accommodations.—"The necessity for greater seating-capacity in many of the schools is immediate and imperative. The number of sittings in all departments is 637 less than the number of pupils enrolled."

Cost of schools.—"The increase in the enrollment during the last seven years has been 35 per cent., while the increase in the city tax for the ordinary school expenses during the same time has been only 30 per cent. The enrollment during the past two years has increased 10.27 per cent., while the increase in the current expenses of the schools has been 5.3 per cent. The annual cost per pupil is \$12.01."

Teachers' salaries.—"The average salary of female teachers is \$432.07. A comparison of statistics would show that Utica is below many other cities in liberality towards teachers, although demanding quite as high qualifications."

Drawing.—Drawing occupied for a series of years a permanent place in the course of study adopted for the schools and was under the care of a special teacher. For various reasons it was considered expedient to discontinue the drawing-lessons, and, though they were afterward temporarily resumed under the direction of the regular teachers, the results were not sufficiently satisfactory to justify their continuance. During the last year drawing has been re-instituted upon its original basis, and is confided to the care of a teacher employed exclusively for the purpose. The progress of the pupils is satisfactory and encouraging, and fully justifies the necessary expenditure involved.

BINGHAMTON.

The educational system here is fashioned somewhat after the Kindergarten method, and consists in making, as the basis of instruction, first, a complete thought, and then a complete sentence, as the expression of that thought, ignoring entirely the old a b c method.—(From Michigan Teacher for June, 1874.)

YONKERS.

School district No. 6, in the town of Yonkers, one of the most attractive on the North River, has a board of education of 7 members, to whom the charge of school-property

* From annual report of City Superintendent David Beattie, for 1873-'74.

† From report of City Superintendent A. McMillan.

and control of schools are committed. This board reports, for 1874, a school population of 2,893; number attending public schools, 1,342; attending private schools, 565—total attendance, 1,907; average daily attendance in public schools, 772½. Receipts for public schools, \$31,703.84; expenditures for them, \$28,211.96, of which \$19,832.32 was for teachers' wages.

The school building here is a fine one; the school grades, primary and grammar; the school papers, including system of marking, merit-roll, notes to parents, certificates of attendance and deportment, final certificate and diploma, the neatest and most complete received at the Bureau for the year.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL AT ALBANY.

This institution has been in operation since 1844. The school year closed July 1, 1873, was one of continued prosperity. During the year 218 new students were admitted. The average of their ages was a little more than 19 years and the average time they had spent in teaching before entering the school was two years. The whole number enrolled during the year was 524. The number who graduated was 58, (43 men and 15 women,) making the whole number of graduates 1,976, of whom 737 were males and 1,239 were females. All who graduated last year have sought employment as teachers, and nearly all are now engaged in the work. But the usefulness of the school is not to be estimated solely by the number of its graduates. A large number of pupils avail themselves of its advantages for one or two terms, and then engage in teaching schools which cannot command the services of a graduate. The course of instruction is so arranged as to include in the first term the studies taught in the ordinary district schools. The school work is thus adapted to the wants of all classes of public schools. The amount received from tuition in the practicing department is \$4,537.50, of which \$3,400 was expended in their support.—(State report, pp. 37 and 101.)

STATE NORMAL SCHOOL AT OSWEGO.

During the ten years of the existence of this school it has graduated 549 teachers, besides having instructed a much greater number who have completed partial courses of study and engaged as teachers in the schools of the State.

During the year ended September 30, 1873, there were 401 normal students in attendance, of whom 68 graduated. The average of their ages was over 21 years.

Practicing schools are located in the normal school building, but constitute a part of the city schools, and are maintained as such without expense to the State.

The school has a good library and is provided with every facility for illustration and instruction.—(State report, pp. 38 and 191.)

STATE NORMAL SCHOOL AT BROCKPORT.

This school has been in operation since 1867. The attendance of normal students for the year ended December 31, 1873, was 346 and the average of their ages nearly 20 years. The number of graduates was 20, making 85 since the establishment of the school. Additions have been made to the library and chemical apparatus during the year to the value of \$580. The receipts for tuition in the academic and practicing schools amounted to \$2,560.10, and the expenses of instruction in those departments to \$1,150, leaving a balance of \$1,410, which has been applied to the general purposes of the school.—(State report, pp. 39 and 111.)

STATE NORMAL SCHOOL AT FREDONIA.

During the year covered by the report, 199 normal students were in attendance, many of whom had previously engaged in teaching. The average of their ages was nearly 21 years. The number of graduates was 25, making 111 since the school was established.

The receipts for tuition in the academic and practicing departments were \$519.90 for the year.

Special training classes were held, but the attendance was so small as to make their continuance of doubtful expediency. The principal says, "It is matter of regret that such classes are evidently unpopular in this part of the State." The experiment will, however, be tried another year.—(State report, pp. 40 and 164.)

STATE NORMAL SCHOOL AT CORTLAND.

The fifth annual report of this school states that the number of normal students enrolled during the year was 390 and the average of their ages over 19 years. Of these 24 graduated, making the whole number who have completed the prescribed courses of study in the institution 93. Besides these, several hundred undergraduates have engaged in teaching.

Valuable additions have been made to the cabinets of natural history during the year. Additions to the reference library are needed.

The sum of \$269.75 was received for tuition of non-resident pupils in the academic and practicing departments.—(State report, pp. 41 and 150.)

STATE NORMAL SCHOOL AT POTSDAM.

The fourth annual report shows a total attendance of 402 normal pupils, of whom 13 graduated. The average age of those enrolled was over 19 years, while many were teachers of experience, who attended for a portion of the year only, for special purposes.

The receipts for tuition during the year, in the academic and practicing schools, amounted to \$1,678.85.

During the summer vacation of 1873, steps were taken to form a special training class for the first half of the fall term; but so few pupils applied for admission that it was deemed best to put them into the regular classes.—(State report, pp. 41 and 213.)

STATE NORMAL SCHOOL AT BUFFALO.

This school makes its third annual report. The attendance of normal students during the year was 253, of whom 33 were males and 222 females. The average attendance for the year was 157; the average age of students, 18.1 years. The number of graduates was 22, all ladies. The average attendance of academic pupils was 10, who were taught in classes with normal students, except that they did not take a course of professional instruction. The sum of \$600 was received for their tuition and expended in the purchase of necessary books and apparatus.

A special class was opened in the spring for the instruction of those who designed to teach in country districts during the summer. Twenty-six attended this class, and the result was, on the whole, satisfactory.—(State report, pp. 42 and 123.)

STATE NORMAL SCHOOL AT GENESEO.

Although this school has been in operation but two years, 244 normal students were in attendance during the year ended September 30, 1873, and 14 have graduated.

The chemical and philosophical apparatus is in good condition, and during the last year many additions were made to the collection of minerals and fossils by friends of the school.

A special class for the instruction of those intending to teach the ensuing term was conducted with satisfactory results.

The receipts for tuition in the academic department were \$1,130.20 for the year.—(State report, pp. 43 and 175.)

STATISTICS OF NORMAL SCHOOLS.

The following are the statistics of the normal schools in the State for 1874:

Location.	Total in normal department.	In academic department.	Number of new pupils.
Albany.....	309	.....	152
Brockport.....	180	99	96
Buffalo.....	195	12	91
Cortland.....	223	.....	95
Fredonia.....	145	72	53
Geneseo.....	205	80	91
New York City.....	1,160	.....	608
Oswego.....	277	.....	97
Potsdam.....	213	85	61

NORMAL COLLEGE, NEW YORK CITY.

At the fifth commencement of this college, which occurred July 2, 1874, 184 students graduated, and a class of 603 was admitted the following term. This college was established in 1869, at a cost, for building, furniture, &c., of \$390,000; the total number of graduates since commencement is 400, many of whom are now successful teachers.

The committee of the city board of education on the normal schools and course of study reported a new course for the normal and grammar schools, with a view to harmonize and simplify the same. The committee have also under consideration the propriety of establishing a post-graduate course in the normal college.

Nearly one-tenth of all the 10,922 normal pupils in the country belong to this college,

and during the three years of its existence not a single student, it is stated, has been expelled, nor even suspended, and only about half a dozen cases for discipline were reported to the president, and these for trivial offenses.

Among those examined for admission were 688 young ladies from the public schools, 16 of whom were colored.

The colored normal college has proved inadequate to meet the demands upon it.—(New York School Journal, June and July, and New York State Educational Journal, February.)

TEACHERS' CLASSES IN ACADEMIES.

Teachers' classes were maintained during the year ended September 30, 1873, in 93 academies designated for that purpose by the board of regents. The attendance of pupils, as reported, was 1,661, of whom 551 were males and 1,110 were females.

The amount paid for their instruction has been increased from \$10 for each pupil taught, not exceeding 20 to each academy, during at least one-third of the academic year, to \$15 per pupil for each term of thirteen weeks, and at the same rate for not less than ten nor more than twenty weeks, for any number of pupils pursuing the prescribed course of study.—(State report, p. 51.)

Ninety-eight academies were designated to instruct teachers' classes during the academic year 1873-'74.—(State report, p. 228.)

TEACHERS' INSTITUTES.

Teachers' institutes have been held in the State for more than thirty years and have been maintained by State appropriations since 1847. They are conducted annually in the several counties of the State for a period, in most cases, of two weeks, with special reference to the wants of teachers in the rural districts.

Although nearly 2,800 teachers are in attendance at the normal schools and nearly 1,700 more are enrolled from ten to twenty weeks in the academic teachers' classes, the great majority of the 29,000 teachers of the State are educated in the common schools, and receive little or no special preparation for teaching, except what they obtain at the institutes. No other agency yet employed can take the place of this.

During the last calendar year county institutes were held in fifty counties of the State. The aggregate attendance of teachers was 9,864, of whom 3,265 were males and 6,599 females. The average attendance for each county was 180.

Eighty per cent. of the whole number of teachers employed for the full legal term, in the counties in which institutes were held, were present. The average length of time they had taught was five and four-tenths terms, or a little more than two and one-half years. Upon that basis 40 per cent. each year of the teachers employed in the rural districts enter for the first time upon the work of teaching.

The entire cost of the institutes held during the last calendar year, for which report is made, was \$14,930.79, or \$151 for each teacher in attendance.—(State report, pp. 25-26.)

PAPERS FOR TEACHERS.

Four educational journals, the New York School Journal, the American Educational Monthly, the New York State Educational Journal, and the School Bulletin, have done much during 1874 towards the training of the teachers of this State, by their weekly or monthly discussion of questions relating to education in its substance or its methods. The first two have been published in New York City; the third, at Fredonia; the fourth, at Albany. This absorbed the State Educational Journal in November, and now stands alone in the northern portion of the State. The Educational Reporter, published three times a year in New York City, has also embodied much information respecting school matters in its columns of "educational notes;" and the International Review, in the same city, has usually had, in each of its six numbers for the year, an article on some educational question. A new school-journal, the National Teachers' Monthly, was begun in New York with 1875; while at least two of the large daily papers of the city now testify to the increasing popular interest in education by giving to it considerable space once every week in their columns.

SECONDARY INSTRUCTION.

ACADEMIES AND SEMINARIES.

The educational activities of this great State display themselves largely in the multiplication of institutions in which secondary training is carried on *pari passu* with the preparation of classes for it, the blade and the developing ear presenting themselves in close association. Of this class of institutions, 38 for boys, 47 for girls, and 121 for both report to the Bureau, for the fall of 1874, a total of 1,400 teachers, with 25,620 pupils. Of these pupils, 14,721 are presented as engaged in English studies, 3,131 in classical, and 3,791 in scientific, the remainder being unclassified. Out of those engaged in classical studies, 1,034 are said to be preparing for the academic course in college; and out of those engaged in scientific, 425 are looking to a scientific collegiate course.

In 171 of the 206 schools, drawing is taught; in 117, vocal music; in 168, instrumental music. A hundred and seventeen have chemical laboratories; 146, philosophical apparatus.

Twenty-five of the schools for boys have libraries of 100 to 5,000 volumes; 30 of those for girls, libraries of 150 to 3,000, while in those for the two sexes together the library range is from 10 to 500 volumes. The aggregate of volumes in connection with all these schools is 172,318.

PREPARATORY SCHOOLS.

Nineteen of these schools for the preparation of youths for college give, for 1874, an aggregate of 175 instructors, with 533 scholars in the studies which prepare for a classical course in college, 180 in those which prepare for a scientific course, and 1,633 other students. Nine of the schools report the possession of chemical laboratories and as many have gymnasiums for physical exercise; 13 have philosophical apparatus and 12 say that they have libraries, the volumes in which number from 250 to 3,500.

To the students in these schools should properly be added the 448 in the preparatory department of the College of the City of New York, with 2,602 in like departments of other colleges, making, in all, 5,396 pupils in preparatory schools.

BUSINESS COLLEGES.

In this chief commercial State of all the Union, 21 of these aids to commercial training present themselves. These make return of 70 teachers and 3,940 pupils, of whom 541 are females. Of the whole number, 247 are studying German, 203 French, and 21 Spanish. Three of the schools report libraries of 175 to 4,000.—(From direct returns to the Bureau of Education for 1874.)

HIGH SCHOOL, OSWEGO.

This school, which has been in successful operation since 1853, with the exception of a few months in 1872, when it was discontinued for want of funds, was entirely reorganized in February, 1873, and a new course of studies arranged. Latin and Greek were made optional studies. The experience of the past year plainly indicates that the prescribed course is too difficult for the pupils. Children entering the public schools at 5 years of age, and graduating regularly from grade to grade, reach the high school at 14, and results show clearly that they are not sufficiently mature for the work required. It has, in consequence, been found necessary to organize a lower class in the high school and extend the course over four years instead of three.

Pupils are allowed to substitute for one of the studies in the regular course either French, Latin, or Greek, or any other subject as difficult as the one for which substitution is made, except for arithmetic, geography, and grammar. A partial course, excluding mathematics above arithmetic, may be taken, entitling the pupil to a partial diploma.

FREE ACADEMY, ROCHESTER.

A new academy building was completed here during the year at a cost of \$75,000. This building was much needed, and the increased accommodations and facilities it affords will do much to increase the prosperity of the school. The number of pupils is over 300, by far the largest number ever before in regular attendance. Three years ago the regents' examination was adopted as a test of qualification to enter the free academy. The first year it was found necessary to reduce, somewhat, the percentage required by the regents, but at each subsequent examination the standard for admission has been raised, and at the last examination the regents' standard was fully adopted, excepting in grammar, in which the questions were considered misleading, and therefore not to be justly regarded as a test of knowledge. For the first time in several years the three scholarships offered by the University of Rochester to the public schools of the city have been taken by graduates of the free academy. Six young men out of seven of the graduating class of the year have entered the university.

HIGH SCHOOL, SYRACUSE.

The whole number of pupils under instruction during the year was 300; the average number belonging for the year, 245; and the average daily attendance, 228. Of the 300 pupils of the school during the year, 184, or 61 per cent., have held regents' certificates of academic scholarship. The conditions of admission have been lately revised, and the regents' examination and method of marking will be, with some modifications, the standard of admission. This will have a tendency to elevate the standard of scholarship, not only in this but in the senior grammar schools of the city. The past year has been the first in the history of the school when the four years' course has been in full operation. By the addition of another year to the three which previously constituted the course, time is gained for satisfying the greater demands of modern culture and for preparing students to enter with credit the classical courses in the best colleges.

SUPERIOR-INSTRUCTION.

IN COLUMBIA COLLEGE,

Now in the one hundred and twenty-first year of its existence, there have recently been established fourteen scholarships, of the annual value of \$100 each, and two fellowships, one in literature and one in science, of the annual value of \$500 each. Four of the scholarships are offered for competition to members of the freshman class, four to members of the sophomore class, and six to the junior class. The fellowships are offered for competition to members of the senior class at the close of the academic course. The fellows are required to continue their studies, under the direction of the president, for the term of three years, at the end of which time the fellowship expires by limitation. They may study at the college or elsewhere, in the United States or abroad; but in any case they will report to the president at such intervals and in such mode as he may prescribe.—(Report for 1874-'75, pp. 41, 42.)

HAMILTON COLLEGE

Has been enabled, by the munificence of various friends, to make many improvements during the past year. The chemical laboratory has undergone extensive alterations and been supplied with new and valuable apparatus; provision has been made for a thorough course in chemistry as applied to agriculture; and the new library building has been completed. In February, 1874, the college received a donation of \$10,000 from Hon. Gerrit Smith, who graduated here in 1818; also, during the year, a legacy of \$5,000 from the late Hon. Peter B. Porter, of the class of 1826, as an endowment for the library; while James B. Colgate, esq., of Yonkers, is said, in The Christian Union of February 17, 1875, to have added \$25,000 to his other generous donations to the college. The discovery of the one hundred and thirty-fifth asteroid was announced by the director of the college observatory, February 13, 1874, this making the twentieth asteroid (more than one-seventh of the number known) discovered at this observatory. The astronomical department and the observatory have been liberally endowed by Hon. Edwin C. Litchfield, of Brooklyn, whose name the observatory bears.

Sixteen permanent scholarships, of \$1,000 each, have been recently established.—(Report for 1874-'75.)

MADISON UNIVERSITY

Has received, during the year, donations amounting in all to \$150,000. Of this \$70,000 is to be added to the general trust fund.—(College Courant, July.)

UNION COLLEGE

Has received \$100,000 towards its endowment fund, and additional gifts amounting to between \$150,000 and \$200,000 have been made for special objects. The fund derived from the State yields an income of about \$7,000 a year and that from President Nott's munificent gift about \$17,000 annually, with prospects of a large increase.—(College Courant, June 6.)

SYRACUSE UNIVERSITY

Has secured Rev. E. O. Haven, D. D., LL. D., as chancellor. The former chancellor, Dr. Winchell, remains in the university as professor of geology and botany. Three of the last graduating class were ladies.—(College Courant, July 4, August 29.)

CORNELL UNIVERSITY

Has received thus far, including Mr. Cornell's bond for \$500,000 and his previous gifts of over \$600,000, donations amounting to a total of \$1,433,457.19.—(New York School Journal, April 25.)

A prize was offered for 1874 to the student who should pass the best examination in early English. The class in this study numbered 25.

The library has been fitted up with cases for the exhibition of the illuminated manuscripts and early printed works belonging to the collection.—(College Courant, April 4, 1874.)

Cornell offers, besides the regular courses in arts, literature, and science, eleven special courses, viz, (1) agriculture, (2) architecture, (3) chemistry and physics, (4) civil engineering, (5) history and political science, (6) languages, (7) mathematics, (8) the mechanic arts, (9) military science, (10) philosophy and letters, (11) natural history.—(Report for 1873-'74, p. 34.)

In the report of the examining commissioners it is remarked that "fault has been found with the small amount of preparatory knowledge required of the students. But less preparation is demanded of those who enter the United States Military Academy at West Point, Cornell requiring some knowledge of algebra, which West Point does not."—(Ithaca Daily Journal, April, 1874.)

An interesting addition to the means of instruction at Cornell has been the estab-

lishment of a professorship of the Hebrew language, literature, and history, from a gift of \$20,000 made to the university by Mr. Joseph Seligman, banker, of New York City. He is said to have chosen Cornell as the recipient of the gift, on the ground that it is the only New York university separate from sectarian control. Dr. Felix Adler, son of the distinguished Rabbi Adler, has been selected to fill the new chair.—(College Courant, April, 1874.)

THE ELMIRA FEMALE COLLEGE,

In addition to its extensive regular course, offered to its students last year a course of lectures on international law and the laws involved in the administration of estates.—(Report for 1873-74.)

INGHAM UNIVERSITY

Makes a specialty of instruction in music, which is given on the conservatory plan.—(Report of 1872-73.)

VASSAR

Holds strictly to its educational policy, of which the following are the principal features: (1) The course of studies is a *prescribed* one to the middle of the sophomore year and a *regulated* one throughout. (2) The prescribed part of the course embraces a due proportion of those strictly *disciplinary branches* which, when left to the option of the student, are almost always either wholly neglected or so slightly studied as to be useless. (3) The number of branches which any student may simultaneously pursue is rigidly limited. No student is allowed to take, at any one time, more than three full studies, (unless they are reviews,) with one art-study.—(Educational Journal of Virginia, January, 1874.)

RUTGERS FEMALE COLLEGE

Has a new president, Rev. Dr. Deems.

OF WELLS COLLEGE,

The only information for the year additional to that in the table is that it had in the fall session of 1874-75 all the students it could accommodate.

OTHER HIGHER SCHOOLS FOR WOMEN.

Besides the five colleges above named sixteen institutions claiming to be engaged in the superior instruction of women show a total of 216 instructors, with 1,132 pupils in preparatory studies and 714 in the regular course; 39 in partial courses, and 13 post-graduates, making 1,898 in all. Two only of these institutions are authorized to confer degrees, viz, the Ingleside Female College, Palmyra, and the Lindenwood Seminary for Young Ladies, St. Charles. Fourteen of them have libraries numbering from 100 to 5,000 volumes. The same number teach vocal and instrumental music, drawing, painting, and French; 11 teach German, 3 Spanish, and 6 Italian. Half of them have museums of natural history and chemical laboratories; 10 have philosophical apparatus, and 5 have gymnasiums or other means for physical exercise.

Statistics of universities and colleges, 1874.

Names of universities and colleges.	Corps of instruction.	Number of students.		Property, income, &c.						Number of volumes in library.	
		Endowed professorships.		Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.		Receipts for the last year from State appropriation.	Aggregate amount of scholarship-funds.
Alfred University	22	293							114			$50,700	$65,000	$3,770	$2,750	$3,000	.....	3,400
Brooklyn Collegiate and Polytechnic Institute.	28	.....	469	136	164,664	.....	.....	62,724	2,365	.....	3,000
Canisius College.....	16	.....	.....	141	.....	.....	.....	.....	.....	.....	5,000
College of the City of New York.	39	.....	448	316	275,000	.....	.....	.....	150,000	.....	219,500
College of St. Francis Xavier.	42	.....	242	77	228,000	.....	.....	21,519	0	.....	216,000
Columbia College.....	10	1	0	142	747,350	4,413,652	199,616	9,600	0	.....	16,985
Cornell University.....	54	2	0	659	700,000	1,153,999	\$3,635	19,539	32,000	\$0	240,000
Elmira Female College...	12	.....	81	45	154,800	100,000	7,000	529,000	3,500	30,000	23,700
Hamilton College.....	13	8	.....	139	320,000	300,000	18,300	6,500	.....	50,000	17,000
Hobart College.....	7	4	.....	53	67,862	249,814	13,244	635	0	40,872	11,970
Ingham University.....	19	0	85	236	75,000	0	0	9,000	0	0	24,600
Madison University.....	11	5	.....	101	102,500	344,395	20,199	4,743	.....	43,700	10,000
Manhattan College.....	40	0	420	222	345,000	0	0	556,255	0	0	6,500
Martin Luther College.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rutgers Female College..	13	.....	84	.....	150,000	.....	.....	.....	.....	.....	5,000
St. Bonaventure College..	20	.....	150	.....	.....	.....	.....	.....	.....	.....	3,000
St. Francis College*.....	14	0	.....	215	100,000	0	0	.....	.....	16,105	13,970
St. John's College, Brooklyn.*	6	.....	.....	120	150,000	.....	.....	.....	.....	.....	150
St. John's College, Fordham.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
St. Joseph's College.....	23	.....	200	60	75,000	.....	.....	.....	.....	.....	2,500
St. Lawrence University..	9	1	.....	46	33,750	89,472	6,230	477	0	0	27,103
St. Stephen's College.....	7	0	22	42	140,000	0	0	0	0	3,000	2,000
Syracuse University.....	11	.....	0	146	300,000	250,000	19,478	3,808	0	0	2,500
Union College.....	15	6	.....	151	200,000	465,000	22,000	6,795	0	100,000	28,000
University of the City of New York.	16	0	.....	146	500,000	100,000	12,000	0	0	5,000	24,694
University of Rochester..	9	3	0	156	335,274	170,000	10,000	7,000	0	.....	11,400
Vassar College.....	35	0	146	265	647,347	281,000	19,670	50,224	0	56,000	8,699
Wells College.....	12	1	.....	76	300,000	100,000	7,000	15,200	.....	.....	3,000

* From Report of Commissioner of Education for 1873. *a* Includes society libraries. *b* Includes board. *c* Students in classical department; for scientific students, see report of agricultural and scientific departments. *d* Also 8,000 pamphlets. *e* Also 35 unclassified. *f* Partially. *g* Also 16 not classified.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

A slight increase in the number of students may be noticed in the agricultural and mechanical department at Cornell. Its facilities for experimental work have also been improved by the addition of a large and well-arranged barn, erected by Mr. Cornell on the experimental farm. But the committee appointed by the legislature in 1874 to examine into its management think it is not yet fulfilling the intent of Congress in either the agricultural or mechanical department, not giving enough practical training, though the management of the university for general educational purposes was found to be satisfactory.

In the University of the City of New York the scientific course is of three years' duration, and embodies mathematics, French, German, the physical sciences, moral and intellectual science, logic, rhetoric, drawing, natural theology, evidences of revealed religion, constitutional and international law.

The school of mines of Columbia College has five three-year courses for the degree of engineer of mines or bachelor of philosophy: (1) Civil engineering; (2) mining engineering; (3) metallurgy; (4) geology and natural history; (5) analytical and applied chemistry. There is a preparatory year for those not qualified for the regular course.

The engineering school of Union College offers some special advantages from the

present close connection of the college with the Dudley Observatory at Albany, and its command of the instruments which the observatory possesses.

At the Rensselaer Polytechnic Institute, besides the text-book study and lecture-teaching, there are practical exercises in geometrical, topographical, and free-hand drawing, field-work, laboratory work, astronomical observations, geological excursions, botanical gatherings, and inspection of machines, bridges, tunnels, and other public works. These are considered essential parts of the course of instruction. The same appears to be the case in the scientific course of the Brooklyn Collegiate and Polytechnic Institute.

The course at West Point was sufficiently described on page 290 of the Report of the Commissioner of Education for 1873.

THEOLOGICAL.

The De Lancey Divinity School, at Geneva, is, like the General Theological Seminary, in New York, a Protestant Episcopal institution, supplementing, with its training in theology, the academic course of Hobart College, in the western portion of the State, as the other does that of Columbia and St. Stephen's, Annandale, in the eastern portion.

The Auburn Theological Seminary, at Auburn, and the Union Theological,* at New York, serve for the Presbyterians of the western and eastern sections of the State the same purposes as the first mentioned do for the Episcopalians. Auburn has received a great accession of strength by the settlement of Dr. Herrick Johnson, of Philadelphia, in its chair of sacred rhetoric and pastoral theology in 1874. Union has had added to its many previous advantages the institution of a "traveling scholarship," the income of which, \$700, is to enable an eminently successful graduate to travel and study for two years in foreign and Bible lands.—(The Independent, July 16, 1874.)

The Hamilton Theological Seminary and that at Rochester† are both Baptist schools. The latter received during the year over \$40,000 in bequests and donations.

St. Joseph's and the Seminary of Our Lady of the Angels are Roman Catholic, the former in Troy and the latter at Niagara Falls.

The Martin Luther College, at Buffalo, and the Hartwick Seminary, Otsego County, are Lutheran institutions of slightly different complexion.

The Tabernacle Free College, Brooklyn, is intended to afford young men such a measure of theological training as may fit them for lay work among the masses of great cities without ordination to the ministry.

LEGAL.

The schools of law referred to in the table are too well known to require especial mention beyond the summary given of them in its columns. The different numbers of students in them tell the tale of their relative popularity.

MEDICAL.

In connection with the Bellevue Hospital Medical College attention may be drawn to the school for nurses established in the hospital, an account of which may be found on a subsequent page.

* The Union Seminary at its commencement in 1874 had 32 graduates. Dr. William Adams was at the same time inaugurated as president and Brown professor of sacred rhetoric, and Dr. George L. Prentiss as professor of pastoral theology, church polity, and mission work.

† The Rochester Seminary has been the recipient of the following benefactions during the year 1873-74: from Mr. N. Kellogg, of Aron, \$2,000; Francis Mason, Brooklyn, \$2,000; John Bush, Buffalo, \$5,000; Mrs. Mary Martin, Orange, N. J., \$1,500. Besides this, Mr. John B. Trevor, of New York, has extinguished a debt of \$15,355.29, paid \$5,000 for a lot in the rear, given \$7,000 to erect a gymnasium on it, and \$2,500 for fencing in the whole property.—(College Courier, May 30, 1874.)

Statistics of scientific and professional schools.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, build-ings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	
SCHOOLS OF SCIENCE.									
College of Agriculture, Mechanic Arts, &c., (Cornell University.)	.....	.....	409	4	.....	.....	.....	.....	.....
Department of science, (University of the City of New York.) ^a	.....	.....	.....	4	.....	.....	.....	.....	.....
Engineering School of Union College....	15	.....	47	2	.....	.....	.....	.....	3,000
Rensselaer Polytechnic Institute.....	23	.....	190	4	\$76,000	\$25,000	.....	\$38,000	3,200
School of Mines of Columbia College....	14	.....	182	4	.....	.....	.....	20,525	5,798
United States Military Academy.....	46	.....	278	4	.....	.....	.....	.....	25,000
SCHOOLS OF THEOLOGY.									
De Lancey Divinity School.....	4	1	2	.....	.....	25,796	\$1,630	.....	100
General Theological Seminary of the Protestant-Episcopal Church.	6	2	69	3	650,000	138,750	8,600	.....	15,000
Hamilton Theological Seminary.....	5	.....	42	2	34,000	36,550	1,785	.....	.....
Hartwick Seminary.....	3	1	4	3	.....	.....	.....	.....	.....
Martin Luther College, (theological de- partment.)	4	1	10	.....	13,000	.....	.....	.....	300
Newburg Theological Seminary.....	3	2	17	3	25,000	41,000	3,800	.....	3,500
Rochester Theological Seminary*.....	7	4	58	3	75,000	225,000	.....	.....	9,000
St. Joseph's Provincial Seminary.....	6	.....	125	4	.....	.....	.....	.....	8,000
Seminary of Our Lady of Angels.....	17	0	59	4	150,000	0	0	.....	3,000
Theological Seminary of Auburn.....	5	5	48	3	150,000	295,500	20,500	.....	10,000
Tabernacle Free College.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Theological department of St. Lawrence University.	3	3	.....	3	22,500	92,777	6,494	.....	6,682
Union Theological Seminary.....	12	6	116	3	200,000	800,000	56,000	.....	33,000
SCHOOLS OF LAW.									
Albany Law School, (Union University).	5	.....	109	1	.....	.....	.....	.....	5,000
Columbia College Law School.....	5	.....	522	2	.....	0	0	41,826	4,100
Department of law, (University of the City of New York.)	5	.....	51	2	.....	.....	.....	3,100	1,200
Law School of Hamilton College.....	2	.....	.....	1	.....	.....	.....	.....	5,000
SCHOOLS OF MEDICINE.									
Albany Medical College, (Union Univ'y).	8	.....	117	3	625,000	0	0	7,202	5,115
Bellevue Hospital Medical College.....	18	.....	472	3	.....	0	0	50,000	0
College of Physicians and Surgeons, (New York City.)	30	.....	452	3	150,000	0	0	31,115	500
College of Physicians and Surgeons, (Syracuse University.)	16	.....	60	3	16,000	0	0	2,000	2,000
Free Medical College for Women.....	12	.....	48	3	26,500	.....	.....	0	.....
Long Island College Hospital*.....	20	.....	97	1	.....	.....	.....	.....	.....
Medical department of University of Buffalo.	9	.....	101	3	20,000	0	0	8,454	.....
Medical department of University of the City of New York.	23	.....	360	3	50,000	0	0	63,000	0
Women's Medical College of the New York Infirmary.*	21	.....	30	3	2,500	.....	2,500	4,500	.....
Eclectic Medical College of the City of New York.	7	.....	55	.....	5,000	.....	.....	2,500	400
New York Homeopathic Medical College	20	.....	131	3	10,000	0	0	12,056	0
New York Medical College and Hospital for Women.	15	.....	21	3	150,000	0	0	1,400	200
New York College of Dentistry.....	18	.....	68	2	.....	0	0	5,222	0
College of Pharmacy of the City of New York.	4	.....	137	2	.....	20,000	1,200	7,000	1,000

* From Report of Commissioner of Education for 1873.

^a Reported with classical department.^b Apparatus, library, museum, &c.^c Apparatus.

SPECIAL INSTRUCTION.

NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB, NEW YORK CITY.

This institution not only maintains its exceptional character as the largest of its kind in the world, but continues to compare most favorably with any others established for the benefit of this unfortunate portion of the community.

The number of pupils in attendance on the 30th of September, 1873, was 515, of whom 297 were males and 218 females, supported as follows: By the State of New York, 340; by counties in the State of New York, 121; by the State of New Jersey, 36; by parents or guardians, 17; by Frizzel fund, 1. The entire number of pupils during the year was 602, of whom 351 were males and 251 females.

Articulation and lip-reading are taught to about 100 of the pupils, and have been attended, in some instances, with marked success, in others with sufficient benefit to justify the time and labor expended. With a great majority of the pupils, however, it is considered at least a matter of doubtful expediency, as it would involve increased expenditure without corresponding advantage.

During the last year a teacher of drawing was employed, with a view to the development of artistic talent among the pupils. A valuable addition has been made to the philosophical apparatus, and it is in contemplation to enlarge considerably the means of illustration by objects and models.

The special point of improvement during the past year has been the fitting-up of a commodious house on the grounds of the institution as a place of residence for fifty little boys under the age of 12. These little boys thus have a home, school, and play-ground separate from the other pupils, and are under the care of devoted women, who look to their health, comfort, and happiness. Separate provision for this class of pupils was strongly urged by the principal in his last annual report, and the success of this experiment has, so far, corroborated the arguments then advanced.

The benefits of the institution are extended, by the laws of the State, to all indigent deaf mutes between the ages of 6 and 25. Those under 12 are appointed either by overseers of the poor for the towns, or by supervisors, and, until they reach that age, their maintenance at the institution devolves upon the counties from which they are sent. Pupils over 12 are appointed by the superintendent of public instruction, on satisfactory proof of the indigence of the parents, and are supported from appropriations made annually by the legislature. Those whose parents cannot furnish such evidence are charged for board and tuition.

In addition to a thorough English education, all the pupils receive instruction in some handicraft, whereby they may support themselves after leaving the institution.—(State report, pp. 30-33.)

NEW YORK INSTITUTION FOR THE IMPROVED INSTRUCTION OF DEAF MUTES, NEW YORK CITY.

During the past year this institution has improved in efficiency, and the number of pupils has increased from 67 to 80. Forty applicants were refused admission from want of necessary accommodations, but an effort will be made to receive a portion of them before the next term of school closes. The board of trustees are making strenuous efforts to raise the means necessary to increase their facilities for taking care of pupils.

The pupils are classified according to mental development, so that those of each class can be exercised simultaneously. The school has been entirely reorganized by the present principal, and all the improvements in the methods of deaf-mute instruction by articulation and lip-reading have been adopted. Numerous new appliances and means of instruction have been added to those already in use, and the result is seen in the marked advance made by the pupils.

Applications for admission are becoming every year more numerous, and the legislature is strongly urged by the board of trustees to make an appropriation which will assist them to secure buildings larger and better adapted to the wants of the school.—(State report, pp. 33 and 92.)

LE COUTEULX ST. MARY'S INSTITUTION FOR THE IMPROVED INSTRUCTION OF DEAF MUTES, IN THE CITY OF BUFFALO.

Under a provision of the laws of 1872, this institution was authorized to receive State and county pupils upon the same terms as the Institution for the Deaf and Dumb in the city of New York. No appropriation, however, was made for the support of State pupils therein until 1873, and that appropriation expired with the fiscal year. Thirty-five State pupils have been appointed to the institution, and the superintendent recommends that provision be made for their support.—(State report, p. 34.)

OTHER EFFORTS FOR DEAF MUTES.

Besides the institutions above mentioned, and supplementary to them, a Home for Aged and Infirm Deaf Mutes was established during 1874, at 220 East Thirteenth street,

New York City, which has given a refuge and employment to a number of these unfortunates, who must otherwise have suffered.

A Church Mission to Deaf Mutes, of which Bishop Potter, of New York, is president, and the Rev. Thomas Gallaudet, general manager, has also raised and expended more than \$5,000 in maintaining religious services for their benefit in several of our chief cities.—(Our Church Work, February 13, 1875.)

NEW YORK INSTITUTION FOR THE BLIND, NEW YORK CITY.

One hundred and sixty-six pupils were under instruction at the beginning of the year 1873. Since then 24 have been admitted and 20 discharged, leaving in the institution at the close of the year 170 pupils.

No essential change has been made in the course of study and training mentioned in previous reports, but each year's experience has added to the means and facilities for imparting instruction. The system of writing and printing music, first described in the annual report of the institution for 1872, is pursued with marked success, and, it is believed, is destined to become a valuable auxiliary in the education of the blind as well as in the practice of music.

There were no deaths among the pupils last year, and good health generally prevailed.—(State report, p. 34.)

NEW YORK ASYLUM FOR IDIOTS.

The work of training these poor, straggling camp-followers for something like a march in line with modern progress is stated, in the last report received, to have proceeded with fair reason for encouragement, though the statement is less pronounced than is the case in Pennsylvania. The number of pupils for the year covered by the report was 164, the average daily number 149; the cost for board and instruction of each one, \$200. A large additional building, 100 by 35 feet, connected with the original building by a corridor, was completed in 1872, giving greatly increased accommodations.

SUNDAY-SCHOOL INSTRUCTION IN NEW YORK.

At a meeting of the State Sunday-School Teachers' Association, held in Watertown, June 2-4, 1874, the following interesting statistics respecting Sunday-school attendance and instruction in the State were presented: Total number of schools reported, 4,119; total of officers and teachers, 68,171; total of scholars, 559,394; total average attendance in summer, 362,572; in winter, 332,286; number brought into the churches through Sunday-school training, exclusive of New York City, 14,088; number of volumes in libraries, with the same exclusion, 725,264; value of these libraries, \$375,431.83; number of papers taken in the schools out of New York City, 231,447; expenditures for Sunday-school work, \$375,431.83.

THOMAS ASYLUM FOR ORPHAN AND DESTITUTE INDIAN CHILDREN.

The number of children in the institution at the close of the year ended September 30, 1872, was 98. At that time 3 were received and 3 discharged, leaving 98 to commence the year, of whom 84 remained until the close. Twenty others were received during the year, making the total number 118, of whom 61 were boys and 57 girls. One death has occurred and 15 have been discharged; number in the institution September 30, 1873, 103.

During the year a gift of great value to the institution was received from some members of the Society of Friends in Philadelphia. It consisted of scientific toys, as magnets, microscope, stereoscope, &c., a working model of a steamboat, instructive pictures, amusing and interesting books, and a check for \$25, to provide table and chairs for fitting up a room for evening exercises with the children, so as to render the donation available. The reception of this gift marked an important era in the progress of the children and supplied a deficiency long felt in the means and appliances for promoting their mental and moral improvement. Practically, the value of all the other resources of the institution has been greatly increased by it.—(State report, p. 99.)

NEW YORK TRAINING SCHOOL FOR NURSES.

This interesting institution, of the formation of which information was given in the last report of the Bureau, appears to be now fairly under way. Its first annual report, covering nine months of actual operation, was presented January 26, 1874. It shows encouraging progress for so brief a time.

In all, 39 pupils have been admitted to the school, of whom 3 were allowed to retire because of sickness and 2 because of family claims that could not be opposed, while 5 had to be dismissed as unsuitable or inefficient. The 19 remaining have had continuous instruction, partly in the general duties of a nurse, from the lady superintendent, formerly of the Nurses' School at University College Hospital, London; partly in ward practice, under head-nurses, in the Bellevue Hospital, with which the institution is connected; and partly from physicians and surgeons engaged to lecture to them upon special lines of work. The progress made under these various instructions has been

such that when, at the end of six months, the head-nurses all were lost, the superintendent was able to supply the places of three of them by putting pupils of the school in charge of wards, and now nine wards are under their full supervision, with full approval of the surgeons of the hospital.

Encouraged by the measure of success attained, the lady managers propose now to enlarge their accommodations and increase the number of pupils in the school. Candidates for admission must be over 21 years of age, and must present a certificate from a clergyman and physician as to their good moral character and sound health. On this they may be admitted for a month as probationers, and, if found suitable, may then become pupil-nurses, upon engaging to remain in the school for a year and to hold themselves subject to the orders of the committee for another year. Tuition and board during the first year are free. In the second, compensation is paid for services.—(Report of managers for 1874.)

NEW YORK NAUTICAL SCHOOLS.

The school on board the ship *St. Mary's*, in the harbor of New York, is authorized by act of the State legislature and is under the charge of the board of education of the city of New York. The Chamber of Commerce of New York City is authorized to appoint a committee of its members to serve as a council of the school and to co-operate with the board of education in its management.

Congress, in an act approved June 2, 1874, authorized the use of certain of our national vessels for this purpose, as well as the detailing of naval officers to act as superintendents and instructors in such schools, but with the special provision, "that no person shall be sentenced to, or received at, such schools as a punishment, or commutation of punishment, for crime." Under this act the Navy Department has extended to the commissioners the use of the United States ship *St. Mary's*. Applicants must be at least 15 years of age, must produce written testimonials of good character, and furnish satisfactory evidence that they have never been convicted of any crime. After being received on board the ship, the boys are placed on probation for a period of two weeks, when, if no reason to the contrary appear, they are admitted permanently. The course of instruction will cover a period of from eighteen months to two years, according to the aptitude of the pupil. Those who complete it successfully will receive a certificate, and efforts will be made to obtain positions for them on board the best ships. If, after their first voyage, they should desire to qualify themselves for the position of mate or captain, instruction will be given them in practical and theoretical navigation, and in such other branches as may be deemed necessary. The discipline and routine of the Navy will be observed on board the ship as far as applicable. By means of this and other schools of a similar character it is hoped to supply our mercantile marine with properly-educated American seamen, and boys desiring to follow the sea will be able to do so under the most favorable circumstances.

The school on board the school-ship *Mercurey*, which is under the direction of the commissioners of charities and correction, and of which full report was made last year, is believed to be still existent, although a strong effort to destroy it was made in 1874. The system of instruction on it has been very complete, embracing a thorough training in all that belongs to ordinary seamanship.—(Circular of Committee on Nautical School.)

ART-TRAINING.

Cooper Union.—During the year 1873, 2,665 pupils were admitted to the free schools of science and art here, of whom 1,359 remained at the close of the term.

There were 195 daily and weekly papers and 121 magazines; the library numbers about 12,000 books, of which 1,248 were added during 1873; the readers in the same year numbered 452,143, which was 54,415 in excess of those in 1872.—(College Courant, June 6, p. 274.)

New York Conservatory of Music.—Max Maretzek, the renowned musician, is associated in the direction of this institution, and personally instructs such pupils as are preparing for a public career, while with him are associated Antoine Reiff, jr., vice-president of the New York Philharmonic Society; George W. Morgan, the celebrated organist, and thirty-eight instructors of established reputation.—(New York School Journal, October 31, 1874.) It is located at No. 5 East Fourteenth street, and has a branch at Nos. 102, 104, and 106 Court street, Brooklyn.

A new musical college, to embrace the highest talent and afford the fullest opportunities for musical instruction, with a fine building and a fair endowment, is reported to be among the proposed gifts of a wealthy New Yorker to the city.

EDUCATIONAL CONVENTIONS.

THE STATE ASSOCIATION OF SCHOOL-COMMISSIONERS AND CITY SUPERINTENDENTS

Met at Saratoga Springs, on the 20th day of May, 1873, and remained in session through the following day. The attendance was not as large as on former occasions, but the exercises were especially interesting and practical.

The president of the State Teachers' Association announced that arrangements were being made to set apart the afternoon of each day, during the sessions of that body at Utica, in July following, for the meeting of sections, one of which would be devoted exclusively to the subject of school supervision. He invited this association to assume the charge of that section, and the invitation was accepted. At the adjourned meeting, held at Utica, it was decided that, in view of the convenience of this plan, subsequent meetings be held in connection with the State Teachers' Association.

The meeting of the same association for 1874, at Syracuse, after discussing questions relating to the "School-laws" and "Qualifications of teachers," passed the following important resolutions:

"Resolved, That, in the opinion of this body of school-officers of the State of New York, representing eighteen thousand teachers of the State, the policy of the General Government should be no longer to make large grants from its public domain to moneyed corporations, but to consecrate the proceeds of all sales of the public lands, sacredly and irrevocably, to the purpose of aiding and encouraging the States in the thorough education of the people.

"Resolved, That, in this view, we respectfully recommend to the careful consideration of Congress the bills introduced by Hon. J. S. Morrill in the Senate and Hon. G. F. Hoar in the House of Representatives, for the consecration of proceeds of public land sales in part for the improvement of instruction in the various sciences applicable to the industries of the country and in part for the establishment and maintenance of public schools, making the distribution as regards the latter object upon the basis of illiteracy, for a term of years, thus bringing education to bear upon that uninstructed mass set free by the events of the last fifteen years.

"Resolved, That we have noticed with deep regret the apparent want of appreciation, on the part of a large number of Representatives, of the Bureau of Education at Washington, the great value of which we have learned by our individual experience, not as building up a central power in education at the national Capital, which it appears to us inadequate ever to do, but as enabling those engaged in education in the various States to have access to the information necessary to make their work thorough and efficient.

"Resolved, That we tender our thanks to those Representatives who have endeavored to carry out a statesman-like policy on this question, and that a copy of these resolutions be sent to each of the Senators and Representatives from this State and to the papers for publication."—(State report, p. 50.)

THE NEW YORK STATE TEACHERS' ASSOCIATION

Held its twenty-eighth anniversary at Utica during the three days commencing July 22, 1873. The meeting was characterized by an unusually large attendance of distinguished educators from every department of educational work, by the absence of exercises of a merely entertaining character, and by the variety and ability of the papers presented.

THE NEW YORK STATE TEACHERS' ASSOCIATION FOR 1874

Opened its twenty-ninth annual session at Binghamton, July 28, 1874, Mayor Hulbert welcoming the delegates with brief, well-chosen words. Andrew McMillan, superintendent of the Utica schools, the president, delivered an address on teachers' institutes, training of teachers, &c. Papers were read by Prof. Wilder, of Cornell, "On spiders;" Prof. G. C. Sawyer, "On culture in common schools;" Samuel S. Love, "On compulsory education;" N. J. Calkins, "On improved methods of education;" F. A. Allen, "On the new departure in education;" and Dr. Cruikshank, "On the work accomplished and the work to be done." Dr. Comfort, of Syracuse University, read an address entitled "A comparison of the educational condition of Bavaria with that of New York State," maintaining the superiority of Bavaria in that respect. Hon. Neil Gilmour, the new superintendent of public instruction, made a brief address, full of practical instruction to teachers in regard to the attainment of excellence in their profession. Addresses were made by Prof. William Wells, of Union College, on the mutual dependence of public schools and colleges, and by General John Eaton, United States Commissioner of Education, on education abroad. Governor Seymour delivered an eloquent address and brief remarks were made by others. A committee was appointed to represent the educational interests of New York in the Centennial Exposition to be held in Philadelphia.—(New York School Journal, August 15, 1874.)

NEW YORK STATE NORMAL TEACHERS' ASSOCIATION.

The New York State Normal Teachers' Association held their annual meeting for 1874 at Westfield, Mass. Eight normal principals were present. The session continued for three days, and among the questions discussed was one pertaining to the use of text-books in school, one concerning a five years' course of study for common schools, and one concerning methods of teaching in the normal schools. The questions were ably discussed, and some valuable knowledge to the normal teacher obtained. The association adjourned to meet in May, 1875, at Potsdam, N. Y.

UNIVERSITY CONVOCATION.

The eleventh session of the University Convocation of the State of New York was held at Albany, commencing July 7, 1874, and continuing three days.

After the customary opening exercises, Principal Harkins, of Jordan Academy, presented a paper on "The science of English grammar," in which it was claimed that the grammars in use at present are not scientific in arrangement or treatment of subject; and Principal J. W. O'Brien, of Springville, on "The relation of academies to common schools," in which it was urged with great earnestness that common schools should be more thorough in the instruction which they give, so that the academies will not be obliged to go over their work. Dr. Welch, of Union University, read a paper on "The modern theory of forces," explaining the theory as not only involving the correlation and conservation of physical forces, but as applying the doctrine to vitality and mental action. Dr. Wilson, of Cornell University, presented a paper on "Positive and negative terms in mathematics," in which he showed that we have no negative numbers, only quantities. Superintendent Packard, of Saratoga Springs, in a paper on "School supervision," criticised the present supervisory system of the State as being chaotic and inefficient. Principal Bancroft, of Phillips Academy, Andover, Mass., read a paper on "The relations of secondary schools to colleges," maintaining that the secondary schools should have larger endowments, in order to do work now done by colleges, and the discussion which followed was to the same effect; academies it was thought should be endowed, so that they might become as permanent institutions as colleges, and be able to do the two things required of them: furnish pupils qualified for the best colleges and teachers for the common schools. Dr. Mears, of Hamilton College, read a paper on "Sir William Hamilton and other teachers of philosophy." Professor Chester's paper on "Laboratory practice" was read in his absence by Dr. Mears. Professor Enos, of Brooklyn, made a statement in regard to the inter-collegiate rhetorical contest to take place in New York, and Dr. Lewis, of Union University, read a paper entitled "The old schoolmaster." The paper by Dr. Jewell, of Poughkeepsie, advocating the claims of the Roman orthodoxy as opposed to all other methods, was discussed by a large number of the classical teachers present, all of whom favored the position taken by Dr. Jewell. Prof. Bradley, of Albany High School, presented a paper on "The healthfulness of intellectual pursuits," showing that a general diffusion of education tends to an average increase of life. Papers were also presented on "College journalism," "The mechanic arts in theory and practice," and "The free academy in a system of graded schools."

Several important resolutions were passed by the convocation, among which were the following:

"Resolved, That a committee of seven be appointed, including the chancellor of the board of regents, to confer with other associations and authorities of the State, and to represent this convocation in all efforts that are made for unifying the system of education in the State of New York.

"Resolved, That a committee be appointed to memorialize the legislature to provide the means of educating two teachers annually in natural history at the Anderson School, on Penikese Island."

The membership of this body is composed of the members of the board of regents, all instructors in colleges, normal schools, academies, and higher departments of public schools that are subject to the visitation of the regents, and trustees of all such institutions, the president, first vice-president, and the recording and corresponding secretaries of the State Teachers' Association.—(New York State Educational Journal, August, 1874.)

OBITUARY RECORD.*

(1) Samuel Ware Fisher, D. D., LL. D., president of Hamilton College from 1858 to 1866, died at Cincinnati, Ohio, January 18, 1874, aged 60.

(2) James W. Gerard, long distinguished for his interest in public education as a member of the New York City school board, died in that city February 7, aged 80. Besides most faithful services in the school board, he had been wont to go into the schools, give interesting lectures upon foreign countries to the children, and look well to the character of the general instruction given them, as also to the moral influence exerted on them. One of his last acts was the institution of a prize for amiability, distributable to the schools of the district under his own eye.

(3) Hon. Millard Fillmore, teacher in early life, Vice-President of the United States 1849-'50, and President 1850-'53, always a promoter of education, and in his latter days chancellor of the University of Buffalo, died in that place March 8, 1874, aged 74.

(4) Hon. Nathan K. Hall, Postmaster-General under Mr. Fillmore, one of the founders of the Buffalo State Normal School, and at the time of his decease president of its board of trustees, died at Buffalo March, 1874.

(5) Prof. David Weston, D. D., born at Middleboro', Mass., January 26, 1836; entered

* From information furnished by State Superintendent Gilmour, with additions from other sources.

Brown University 1856; graduated there 1859; finished his theological course at Newton Seminary, Massachusetts, 1862; settled then as pastor for eight years at Worcester, in the same State; served also as principal of the Worcester Academy for a portion of that time; thence went to Salem, 1872, and in the same year to Hamilton Theological Seminary, New York, where he served with reputation as professor of ecclesiastical history till his death, February 21, 1874. A man of scholarly habits and great industry in study, he edited, while at Worcester, Backus's History of the Baptists, with much acceptance to his denomination, with notes and other improvements, which added much to the value of the work.

(6) Prof. David H. Cruttenden, graduated at Union College 1841; teacher in many places, latterly in teachers' institutes and in the Oswego State Normal School; author of several school-books; died April, 1874.

(7) Prof. Benjamin Stanton, Nott professor No. 7 in Union College, and in charge of the instruction in its preparatory department, died of consumption, July 18, 1874, after long illness.

(8) Prof. Evan W. Evans, born in Bradford County, Pennsylvania; eminent as a teacher of mathematics, and professor in this chair at Cornell University; died at Ithaca June, 1874.

(9) Dr. James McNaughton, a native of Scotland, graduate of the University of Edinburgh, 1816, professor of anatomy and physiology in the College of Physicians and Surgeons at Fairfield, 1821 to 1840, and since the latter date professor of the theory and practice of medicine in the Albany Medical College, New York, died at Paris, France, June 12, 1874, aged 78, after concluding in March of that year his fifty-ninth annual series of lectures to a class.

(10) Mr. Henry Grinnell, born in Bedford, Mass., February 13, 1799; one of the founders of the American Geological Society and its first president; fitted out expeditions to the North Pole in 1850 and 1854; eminent not only as a merchant, but also as an ardent friend of science; died in New York City, June 30, 1874.

(11) Mr. Leonard Hazeltine, the oldest public school principal in New York City, died there August 23, 1874, after having been from 1823 to 1836 principal of St. John's Academy, then for a year assistant principal of public school 14, and subsequently principal of the same until his death. With the duties of his principalship he combined for some years the supervision of the Saturday Normal School and of the Daily Normal School, by which it was succeeded. He was also honored at different times with the presidency of the Teachers' Institute of New York City, of the State Teachers' Association, and other important trusts; a man of great integrity, irreproachable moral character, and faithfully devoted to his school work.

(12) Mr. Amos Brown, graduate of Dartmouth College, 1832, and president of People's College at Havana, Schuyler County, N. Y., died in August, 1874.

(13) Prof. John Stanton Gould, president of the State Agricultural Society, of New York; as such, member of the board of trustees of Cornell University; subsequently, professor there of mechanics as applied to agriculture; died at Hudson, N. Y., August, 1874, aged 63. Besides being a most successful lecturer on agriculture in general and on his special theme, the trustees say that "his influence as professor, among the faculty and students, was a constant blessing to the institution. All his counsels tended to harmony and good feeling, while they stirred enthusiasm for work."

(14) Dr. Gorham D. Abbott, born in Brunswick, Me., September 3, 1807, and long eminent as a school principal in New York City, died at South Natick, Mass., July 30, 1874. For fuller notice, see "Obituary record" under Massachusetts.

(15) Mr. George W. Briggs, principal of academy in Franklin, Delaware County, died October 16, 1874.

(16) Mr. J. Dunbar Houghton, graduate of Union College, 1845, and principal of the Oneida Conference Seminary, of Carthage High School, and of the Hungerford Literary Institute, died also in the latter part of 1874.

(17) Hon. Ezra Cornell, born January 11, 1807, at Westchester Landing, N. Y., died December 9, 1874, at Ithaca. Spent his boyish years in making pottery, subsequently labored in a machine-shop at Ithaca, and from 1823 to 1843 devoted himself to mill-work and agriculture. Shortly after the invention of the magnetic telegraph he became interested in the new discovery, and with Prof. Morse gave himself to the work of introducing it. When Congress, in 1844, appropriated funds for laying a telegraphic line between Baltimore and Washington, Mr. Cornell undertook the work of laying it in pipes with a machine of his own invention. The underground telegraph not proving a full success, there was a pause in the progress of the new method of conveying news and a difficulty in re-establishing the public confidence in it. Mr. Cornell's faith, however, never failed him, and every dollar he could gather he put into telegraphic stock, in the assurance of the final full success of the invention. The event justified his confidence, and he grew rich from his comparatively small investments; so rich, indeed, that when, in 1865, he negotiated with the State legislature for the transfer to Ithaca of the agricultural college of the State, he was able to pledge to the university to be connected with it \$500,000 of his personal means and to give it lands

and buildings to the value of \$167,000 more. By this generous endowment for "an institution where any person can find instruction in any study," he secured from various friends and from the State upwards of \$700,000 in addition to his gifts, and had the happiness of seeing grow up beside his home one of the most flourishing and successful of our universities.

LIST OF SCHOOL OFFICIALS IN NEW YORK.

Hon. NEIL GILMOUR,* *State superintendent of public instruction, Albany*; Mr. JONATHAN TENNEY, *assistant superintendent.*

SCHOOL COMMISSIONERS.

County.	Name and district.	Post-office.
Albany	John F. Shafer, first district.....	Cedar Hill.
	Zebediah A. Dyer, second district.....	East Berne.
	Thomas Helme, third district.....	McKownville.
	John O. Cole, city superintendent.....	Albany.
	Murray Hubbard, president board of education.	Cohoes.
Allegany	Frank S. Smith, first district.....	Angelica.
	Walter D. Renwick, second district.....	Friendship.
Broome	Hiram Barrum, first district.....	Osborne Hollow.
	George Jackson, second district.....	Binghamton.
	G. L. Farnham, secretary board of education ..	Binghamton.
Cattaraugus	Newton C. McKoon, first district	Ellicottville.
	Henry M. Seymour, second district	West Salamanca.
Cayuga	Hulbert Daratt, first district	Cato.
	Charles H. Greenfield, second district	Niles.
	Lauren M. Townsend, third district	Moravia.
	B. B. Snow, secretary board of education.....	Auburn.
Chautauqua	Henry Q. Ames, first district.....	Sherman.
	Lucius M. Robertson, second district	Frewsburg.
Chemung	Jonas Sayre Van Duzer.....	Horseheads.
	E. B. Yeomans, secretary board of education..	Elmira.
Chenango.....	Matthew B. Luddington, first district	North Norwich.
	David G. Barber, second district	Oxford.
Clinton	William B. Dodge, first district	Schuyler Falls.
	Robert S. McCullough, second district	Chazy.
Columbia	John Strever, first district	Clermont.
	Hiram Winslow, second district	Green River.
	Cyrus Macey, city superintendent	Hudson.
Cortland.....	George W. Miller, first district	Marathon.
	Rufus T. Peck, second district	Solon.
Delaware	George D. Ostrom, first district	Walton.
	Amasa J. Shaver, second district.....	Mercedith.
Dutchess	Derrick Brown, first district.....	Poughkeepsie.
	Edgar A. Briggs, second district, (box 883)	Poughkeepsie.
	R. Brittain, clerk board of education.....	Poughkeepsie.
Erie	Charles A. Young, first district	Clarence.
	George Abbott, second district	Hamburg.
	Russel J. Vaughan, third district	Springville.
	J. A. Larned, city superintendent.....	Buffalo.
Essex.....	William H. McLenathan, first district.....	Jay.
	Thomas G. Shaw, second district.....	Olmsteadville.
Franklin.....	Sidney P. Bates, first district	Malone.
	William Gillis, second district	Ft. Covington.
Fulton.....	John M. Dougall	Johnstown.
Genesee	Richard L. Selden	Le Roy.
Greene	Samuel S. Mulford, first district.....	Tannersville.
	Robert Halstead, second district.....	Greenville.
Hamilton	Isaac H. Brownell	Northville, Fulton County.
Herkimer.....	John D. Champion, first district.....	Little Falls.
	William W. Bass, second district	Jordanville.
Jefferson.....	Willard C. Porter, first district	Adams' Centre.
	Henry Purcell, second district	Watertown.
	George H. Strough, third district	La Fargeville.
	D. G. Griffin, city superintendent	Watertown.
Kings.....	C. Warren Hamilton, first district	New Lots.
	Thomas W. Field, city superintendent.....	Brooklyn.
Lewis	William D. Lewis, first district	Constableville.
	Charles A. Chickering, second district.....	Copenhagen.
Livingston.....	John W. Byam, first district	Livonia Station.
	Robert W. Green, second district	Dansville.
Madison	Joseph E. Morgan, first district.....	Earlville.
	Paul S. Maine, second district	Perryville.

* Mr. Gilmour, who succeeds Hon. Abram B. Weaver the faithful superintendent for the past official term, is a native of Scotland, but came early to America; graduated at Union College, Schenectady, in 1860, being then 20 years of age; taught afterward in the academy at Corning; studied law and prosecuted a successful practice in Ballston. He has been twice elected school commissioner for his district and has made a name for energy and intelligence in school affairs.

List of school officials in New York—Concluded.

County.	Name and district.	Post-office.
Monroe	Edwin A. McMath, first district, (158 Powers' Block.)	Rochester.
	George W. Sime, second district	Brockport.
	S. A. Ellis, city superintendent	Rochester.
Montgomery	George F. Cox	Amsterdam.
New York	Henry Kiddle, city superintendent	New York.
Niagara	William Gritman, first district	Lockport.
	Esek Aldrich, second district	Johnson's Creek.
	James Ferguson, city superintendent	Lockport.
Oncida	John R. Pugh, first district	Utica.
	Charles T. Burnley, second district	Clinton.
	Henry S. Ninde, third district	Rome.
	Horace O. Farley, fourth district	Prospect.
	A. McMillan, city superintendent	Utica.
Onondaga	J. Warren Lawrence, first district	Plank Road.
	James W. Hooper, second district	Geddes.
	Parker S. Carr, third district	Fayetteville.
	E. Smith, city superintendent	Syracuse.
Ontario	Hyland C. Kirk, first district	Orleans.
	Robert B. Simmons, second district	Allen Hill.
Orange	George K. Smith, first district	Monroe.
	Asa Morehouse, second district	Middletown.
	R. V. K. Montfort, city superintendent	Newburg.
Orleans	William W. Phipps	Albion.
Oswego	Isaac W. Marsh, first district	Bowen's Corners.
	William B. Howard, second district	Fulton.
	John W. Ladd, third district	Mexico.
	V. C. Douglass, city superintendent	Oswego.
Otsego	Nahum T. Brown, first district	East Worcester.
	Warren L. Baker, second district	Portlandville.
Putnam	John H. Spencer	Farmer's Mills.
Queens	Eugene M. Lincoln, first district	Glen Cove.
	Garret J. Garretson, second district	Newtown.
	Alanson Palmer, city superintendent	Long Island City.
Rensselaer	Amos H. Allen, first district	Petersburg.
	George W. Hidley, second district	Wynantskill.
	David Beattie, city superintendent	Troy.
Richmond	James Brownlee	Port Richmond.
Rockland	Spencer Wood	Clarkstown.
St. Lawrence	Daniel S. Giffin, first district	Heuvelton.
	A. Barton Hepburn, second district	Colton.
	Barney Whitney, third district	Lawrenceville.
	R. B. Lowry, city superintendent	Ogdensburg.
Saratoga	Neil Gilmeur, first district	Ballston Spa.
	Oscar P. Stiles, second district	Saratoga Springs.
Schenectady	David Elder	Van Vechten.
	S. B. Howe, city superintendent	Schenectady.
Schoharie	John S. Maham, first district	Gilboa.
	John Van Schaick	Cobleskill.
Schuyler	Charles T. Andrews	Watkins.
Seneca	Henry V. L. Jones	Ovid.
Steuben	Zenas L. Parker, first district	Bath.
	Reuben H. Williams, second district	Woodhull.
	William P. Todd, third district	Canisteo.
Suffolk	Horace H. Benjamin, first district	Riverhead.
	S. Orlando Lee, second district	Huntington.
Sullivan	Charles Barnum, first district	Monticello.
	Isaac Jelliff, second district	Liberty.
Tioga	Lemuel D. Vose	Owego.
Tompkins	Orville S. Ensign, first district	Ithaca.
	Robert G. H. Speed, second district	Caroline.
Ulster	Cornelius Van Santvoord, first district	Kingston.
	Ralph Le Fevre, second district	New Paltz.
	Harrison R. Winter, third district	Phoenicia.
Warren	Daniel B. Ketchum	Glen's Falls.
Washington	Ezra H. Snyder, first district	Argyle.
	Edward C. Whittemore, second district	Middle Granville.
Wayne	Joseph H. L. Roe, first district	Wolcott.
	Felix J. Griffen, second district	Marion.
Westchester	Joseph H. Palmer, first district	Yonkers.
	Casper G. Brower, second district	Tarrytown.
	Joseph Barrett, third district	Katonah.
Wyoming	Edwin S. Smith, first district	Dale.
	Edson J. Quigley, second district	Gainesville.
Yates	Bradford S. Wixom	Italy Hollow.

NORTH CAROLINA.

CHANGE OF STATE SUPERINTENDENT.

At the last State election Hon. Stephen D. Pool was chosen superintendent of public instruction in place of Hon. Alexander McIver, who, since 1872, has filled with great fidelity this important office.

ELEMENTARY INSTRUCTION.

NEW LEGISLATION ON SCHOOL-MATTERS.

On the 12th of February, 1874, an act passed the general assembly repealing all, save one, of the regulations adopted by the State board of education in relation to free schools.

The rules and regulations which were repealed by this act provide substantially as follows:

That each school district shall contain an area equal to from four to seven miles square.

That the school districts shall be as nearly square in form as the convenience of neighborhoods and the situation of the several localities will permit.

That the school-house shall be as near the center of the school population of the district as practicable.

That the people of each district shall elect three suitable persons district trustees, each race electing its own trustees.

That the district trustees shall solicit contributions to pay half the cost of building, repairing, and furnishing the school-house, and to supplement the school money due the district; determine the time at which the public school shall begin; recommend a teacher who will be acceptable to the people of the district, and assist the school committee in all matters relating to the district school.

These rules and regulations, having been repealed by the general assembly, cannot be re-enacted by the State board of education. As they relate, however, to the practical workings of the school system, they are published by the superintendent as a general guide to school committees and county school officers, so far as they may see fit to adopt and apply them. They are not, however, of any binding obligation.

The rule which is excepted by the words "unless new regulation" in the repealing act, and which therefore remains in force, was adopted January 15, 1874, and is as follows:

"The law intends that the highest prices, to wit, \$20, \$30, and \$40 a month, according to the grade of the teacher, shall be paid only for schools in which twenty or more pupils are taught. If the number of pupils is less than 20, the highest prices which may be paid out of the public school funds are: to a teacher who holds a third-grade certificate, one dollar a month for each pupil; to a teacher who holds a second-grade certificate, one dollar and a half a month for each pupil; to a teacher who holds a first-grade certificate, two dollars a month for each pupil, counting the number of pupils in all cases by their average attendance.

COUNTY BOARDS OF EDUCATION.

By the constitution of the State, not yet overthrown, the county commissioners, who constitute the county boards of education, have supervision and control of the public schools in their respective counties.

The county board of education may adopt and carry out any one or all of the following rules, or others which may occur to them:

That no order for school money shall be paid until it is approved and signed by the chairman and secretary of the county board of education.

That the school money shall in no case be apportioned to any township, or paid upon the order of any school committee, until the school census of the township is taken and reported as required by law.

That the public schools shall not be taught at a season of the year when laboring-children cannot be spared from the farm.

The county board of education may recommend the school committees to pay \$15, \$20, \$25, or \$30 a month, or any other price or prices within the limits prescribed by law for the public schools in their county. If in any instance the rule adopted by the State board of education, January 15, 1874, regulating the pay of the teacher in part by the average attendance of pupils, is found to work a hardship or to interfere with the success of the school, the county board of education may modify the rule to some extent, so as to meet the full justice and equity of such case.

SCHOOL FUNDS.

The law appropriates annually 75 per cent. of the entire State and county capitation taxes, a property tax of eight and one-third cents on the hundred dollars' worth of all the property and credits in the State, all taxes on auctioneers and licenses to retail spirituous liquors, and the income from the permanent school fund for the support and maintenance of free public schools.

If this money is properly and economically applied it will be sufficient to maintain a free public school from two to three months each year in every school district in the State. If along with any balance which may remain in the hands of the county treasurer, it shall be insufficient to maintain schools four months, the law makes it the duty of the county commissioners to levy annually a special tax to supply the deficiency. The question of the levy and collection of such additional school tax, however, must be submitted to the vote of the electors of the county. If in any county the vote shall be against the additional tax, the only school fund in such county will be that which the law has absolutely provided as above mentioned.

SCHOOL COMMITTEES.

The following are the main points of the existing school law in relation to these important school officers:

SECTION 1. In each township there shall be biennially elected, by the qualified voters thereof, a school committee of three persons, whose duties shall be as prescribed in this act. If there should at any time be a failure to elect school committeemen in any township, or if a vacancy should at any time occur, it shall be the duty of the county board of education to appoint suitable residents of the townships to fill the vacancy, and the persons thus appointed shall exercise all the powers and duties of a school committee until their successors are elected and qualified.

SEC. 2. The school committee of each township shall be a body corporate by the name and style of "The school committee of township —, in the county of —," as the case may be, and in that name shall be capable of purchasing and holding real and personal estate, and of selling and transferring the same for school purposes, and of prosecuting and defending suits for and against the corporation. All conveyances to school committees shall be to them and their successors in office.

SEC. 3. The school committee of each township, within fifteen days after their election or appointment, shall meet at some convenient point within the township, and organize by electing one of their number chairman and another of their number clerk of the school committee.

SEC. 4. The school committee shall be exempt from military duty, from working the public roads, and from serving on juries, and shall receive no other compensation for their services. Before entering upon the duties of their office they shall take an oath before a justice of the peace for the faithful discharge of the duties of that office.

SEC. 5. The form of oath to be taken by every school committeeman before entering upon the duties of the office shall be in the following words: "I, A. B., do swear (or affirm) that I will well and truly execute the office of school committeeman according to the best of my skill and ability; according to the law: so help me God."

SEC. 6. It shall be the duty of the school committee of each township to take and return to the county board of education, on or before the first day of August in every year, a full and accurate census of the children between the ages of 6 and 21 years, giving the number in public schools and the number who attend no schools, designating the race and sex in all cases. They shall also report the number of public school-houses and the number of private school-houses and the number of academies and colleges in each township.

SEC. 7. The school committee of the several townships shall lay off their respective townships into convenient school districts, consulting, as far as practicable, the convenience of the neighborhood and the wishes of persons interested, and disregarding the township boundaries where convenience requires it. If the pupils of any public school reside in different townships, the school committees of each shall give an order to the teacher for such part of the amount due him as is proportionate to the number of pupils attending his school from their township.

SEC. 8. The school committee shall consult the convenience of the white residents in settling the boundaries of districts for white schools and of colored residents in settling the boundaries for colored schools. The schools of the two races shall be separate, the districts the same or not, according to the convenience of the parties concerned.

SEC. 9. The school committee may receive any gift, grant, donation, or devise made for the use of any school or schools within their jurisdiction, and in their corporate capacity they shall be, and are hereby, intrusted with the care and custody of all school-houses, school-house sites, grounds, books, apparatus, or other public school property belonging to their respective jurisdiction, with full power to control the same as they may deem best for the interest of the public schools and the cause of education.

SEC. 10. The school committee may receive suitable sites for school-houses by dona

tion or purchase. In the latter case they shall report the price to the chairman and secretary of the county board of education. If the latter are satisfied that the price is not excessive they shall approve the order of the committee on the county treasurer, which said committee are hereby authorized to give for the purchase money in favor of the grantor of the land, and upon payment of the order the title to said site shall vest in the committee and their successors in office.

SEC. 11. Every school to which aid shall be given under the provisions of this act shall be a public school, to which children between the ages of 6 and 21 years shall be admitted free of any charge, subject to the restrictions contained in Section 20.

SEC. 12. The school committee shall have the authority to employ and dismiss teachers of the schools within their townships, and shall determine the pay per month to be paid the same: *Provided, however,* That teachers of the first grade shall not receive out of the school fund more than two dollars per day; of the second grade, not more than one dollar and fifty cents per day; and of the third grade, not more than one dollar per day; but no teacher shall receive any compensation for a less term than one month. No committeeman shall be a teacher; nor shall any committeeman in any way be interested, by contract or otherwise, in the erection or repairing of any school-house in his district.

TEACHERS IN PUBLIC SCHOOLS.

It is made the duty of all teachers of free public schools in this State to maintain good order and discipline in their respective schools, to encourage morality, industry, and neatness in their pupils, and to teach thoroughly all branches which they profess to teach.

To a large extent the power of selecting text-books rests with the teacher, the approval of the school committee being of course supposed. But the State board of education may recommend the course of study to be pursued and the text-books and other means of instruction to be used in the public schools, provided that no sectarian or political text-books or influences shall be used in any school.

REPORT OF DR. SEARS.

This venerable agent of the trustees of the Peabody fund, in his report for 1874, (pp. 20 and 21,) gives the following important addition to the very meager information which has reached the Bureau from other sources respecting school affairs in North Carolina for that year:

"The expectations entertained a year ago, and intimated in my last report, that the school laws of this State would soon undergo a change for the better, have not yet been realized. Meanwhile the system of public instruction, such as it is, has been carried out as far as was practicable in the circumstances. I have permission to present the following statement of the superintendent of schools, written August 20, 1874:

"The county treasurers of forty-six counties in the State report that they received during the school year ended June 30, 1874, \$262,758.25, and paid out \$155,289.31 for public schools; and that 1,427 public schools for white children and 591 for colored children were maintained in those counties from two to four months of the year, in which 57,414 white children and 23,497 colored children were instructed. There are forty-seven counties in the State which have not yet been heard from. It is probable that the entire school fund in the hands of county treasurers in the State during the year was something more than \$500,000, and that about \$300,000 were paid for public schools; that about 2,800 public schools for white children and 1,200 for colored children were taught, in which 110,000 (out of 233,751) white children and 56,000 (out of 114,852) colored children were instructed. The average length of the school terms was probably from ten to twelve weeks.

"In some localities there has been an improvement in the teachers and in the scholars, attributable in a great degree to the administration of the Peabody education fund, and consequently an increased interest in public education. The law, however, is defective in not providing for the education and training of teachers and for efficient county and district supervision, and in not authorizing local taxation for school purposes. If these defects could be remedied by proper legislation, the school system would become effective. The people are not deficient in energy or public spirit, or in a due appreciation of popular education. Our great want is *statesmen* in our legislative halls; laws that will permit the people to establish and maintain public schools for the education of their children.

"The want of active county supervision has been very greatly felt in administering the Peabody education fund. I think, however, that very little, if any, imposition has been practiced. I think the administration of the Peabody fund tends to educate the people to a higher estimate of public education by furnishing examples of well-regulated public schools at eligible points throughout the State."

SCHOOLS AIDED BY THE PEABODY FUND.

The following schools in this State have received from the income of the Peabody fund the sums indicated, those of Wilmington having upwards of 1,000 pupils, those of New-

bern over 300, and those of Charlotte, 400. The others from Midshoal to Smyrna have had from 100 to 150:

The \$100 for teachers' institutes indicates either that two such have been held in the counties, \$50 having been promised from the fund for each one, or that this amount has gone to aid the two training schools for teachers at Raleigh and Ellendale; Wilmington, \$2,000; Newbern, \$1,000; Charlotte, \$1,050; Franklin, Fayette, (colored,) and South Homin, each, \$450; Midshoal, Flat Creek, Table Rock, Dick's Creek, Clear Creek, Enon, Warrenton, Thomasville, Asheville, Tarboro', (colored,) Hayesville, Dysartville, Hice Hill, Beaufort, Washington, Morgan Hill, Marshal, Pigeon Valley, Buffalo, Montanis Institute, Bethlehem, and Beaufort, (colored,) each, \$300; Smyrna, \$200; Teachers' Institute, \$100—total, \$12,300.

CITY SCHOOL SYSTEM.

WILMINGTON.

General statistics.—The population of this city has risen from about 14,000 in 1870 to an estimated present number of 18,000. The school population, including all children from 6 to 21, is given as follows: Between 6 and 16, about 3,500; over 16, about 500; total number of legal school age, 4,000; number enrolled in public schools, 1,251; number of days in the school year, 160; number of days the schools were taught, 156.

Schools and school-rooms.—The number of school-buildings under the control of the city system for 1874 was 6; of school-rooms, 16; of sittings for study, 1,000. The only apparent grades are primary and grammar schools. No traces of a high school, or of high school classes, are visible. The estimated number of male pupils enrolled in the schools is 600; of females, 652; of males in average attendance, 300; of females in average attendance, 400. The total value of school property, including buildings, furniture, and apparatus, is put down at \$11,200.

Teachers and teachers' pay.—The number of teachers employed, apparently all males, is 18. The pay of assistants in primary schools is \$250 per annum; that of principals in such schools, \$320; of assistants in grammar schools, \$240 to \$600; of principals in such, \$600. The salary of the city superintendent is \$800.—(From direct returns to the Bureau of Education for 1874.)

TRAINING OF TEACHERS.

Two institutions for this purpose, one a normal department of Shaw University, Raleigh, the other the Ellendale Teachers' Institute, of Little River, report to the Bureau of Education for 1874 as follows: In the former, 3 resident instructors, with 40 male and 20 female pupils; in the latter, 2 resident instructors, with 22 male and 12 female pupils.

At the Shaw University a library of 1,100 volumes is reported, with an increase of 700 in the year, and 3 educational journals taken, while drawing and vocal and instrumental music enter into the normal course. There is a model school connected with the department.

The Ellendale Institute had the misfortune to lose by fire its buildings and library on the 28th of September, 1874, which, for the present, suspends its operations. It taught vocal music and had a model school.

SECONDARY INSTRUCTION.

ACADEMIES AND SEMINARIES.

Eight schools for boys, 2 for girls, and 14 in which the two sexes are taught unitedly, report for 1874 to the Bureau 58 teachers and 1,108 pupils. Of these pupils 354 are in classical studies and 86 in modern languages; 198 are looking forward to a classical course in college and 63 to a scientific course. In 8 of the schools drawing and instrumental music are taught and in 10 vocal music. Four report the possession of chemical laboratories, and 7 have philosophical apparatus, while 9 have libraries reaching from 100 to 3,000; two giving the latter number, one 2,000 and one 1,150.

PREPARATORY DEPARTMENTS OF COLLEGES.

Three of the colleges of the State show, in their reports for 1874, an aggregate of 381 students in their preparatory schools, the major part of whom may be supposed to be looking to a collegiate course, as well as preparing for it. These, added to the 1,108 above given, make a total of 1,489 known to be engaged in secondary studies in the State.

BUSINESS COLLEGES.

One of these supplements to the elementary training of the lower schools reports 1 teacher and 12 pupils in 1874. Its course is one year.

SUPERIOR INSTRUCTION.*

DAVIDSON COLLEGE, MECKLENBURG COUNTY.

(Presbyterian.) This institution, the first on the following list, is on the line of the Atlantic, Tennessee and Ohio Railroad. Its buildings contain chapel, society-halls, and lecture-rooms, with dormitories sufficient for a large number of students. It has a classical course of 4 years; a scientific of 3 years, and an eclectic one for students not willing to take a regular course, but to acquire a knowledge of particular branches.

NORTH CAROLINA COLLEGE, MT. PLEASANT.

(Lutheran.) A regular collegiate course of 4 years; and English and scientific course without any stated limit; a preparatory, academic, and a primary are all embraced here, with a theological department for such students as may be preparing for the Christian ministry.

RUTHERFORD COLLEGE, EXCELSIOR.

Located near Icard Station, on the Western North Carolina Railroad, this unsectarian school is the outgrowth of the former Rutherford Academy. It is a college for males, but with a women's department for all who desire to avail themselves of the high order of development which it is claimed comes from the co-education of the sexes. There is a distinct curriculum for each sex, but the young women recite in the same classes with the young men so far as the courses run together. During all other hours the sexes are kept separate.

TRINITY COLLEGE, TRINITY.

(Methodist Episcopal Church South.) The southern division into schools, as of Latin, Greek, mathematics, &c., prevails here, there being 11 such in connection with the college; while the studies are so arranged as to constitute two full courses for securing the degree of A. B., one for the degree of S. B., and one, more complete, for that of A. M. A special course, embracing the studies of any school or schools, may also be prosecuted, securing a certificate of scholarship according to advancement.

WAKE FOREST COLLEGE, WAKE FOREST COUNTY.

(Baptist.) The division into schools prevails here also with essentially the same arrangements, the schools, however, numbering only 6, instead of the 11 in the former case. In both there is a commercial department connected with the collegiate.

SHAW UNIVERSITY, RALEIGH.

This new and promising institution for the colored race has secured ample buildings in a fine location at the capital of the State. The grounds include several acres within five minutes' walk of the post-office. Two hundred students can be accommodated with rooms and board, and there are ample recitation-rooms for 300 pupils. A female department was opened in the autumn of 1874, with a special building which will accommodate nearly 100 pupils. Young women will be admitted on the same terms as young men, rooming and boarding separately, but reciting together.

NORTH CAROLINA STATE UNIVERSITY, CHAPEL HILL.

A letter from the agent of the university states that its suspension is about to cease, and that, on the 1st of September, 1875, it will resume operations.

Statistics of a university and colleges, 1874.

Names of university and colleges.	Corps of instruction.	Number of students.		Property, income, &c.							Number of volumes in library.
		Endowed professorships.		Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	Receipts for the last year from State appropriations.	Aggregate amount of scholarship-fund.
Davidson College.....	1	0	113	\$150,000	\$90,000	\$7,000	\$8,000	\$0	\$10,000	\$9,000	\$9,000
North Carolina College.....	2	95	20	15,000	.....	2,075	.....	.....	.....	.....	\$1,650
Rutherford College.....	2	238	.....	4,000	.....	1,400	.....	.....	.....	.....	\$3,200
Trinity College.....	6	0	92	50,000	0	0	.....	.....	.....	.....	10,000
University of North Carolina c.....	.....	.....	.....	150,000	0	0	0	0	0	0	\$22,000
Wake Forest College.....	5	0	42	20,000	20,000	1,600	4,500	0	0	0	\$3,000

a Includes society libraries.

b Society libraries.

c Suspended.

*From college circulars and special returns to the Bureau for 1874.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The agricultural and mechanical college of the State appears, like the university with which it is connected, to be in a condition of suspension, the funds appropriated to it having been invested in 260 North Carolina State bonds of \$1,000 each, which at present yield no income.—(Report of Congressional Committee on Education and Labor.)

THEOLOGICAL.

The school of biblical literature in Trinity College claims that in it "everything essential to a complete theological education is taught." Its course is four years.—(College circular for 1872-'73.)

The theological department of Shaw University, at Raleigh, is meant to afford a training for the ministry to young men of the colored race. No length of course is specified.—(Circular for 1874-'75.)

LEGAL.

The law department of Rutherford College has its course arranged, and is to have a building erected for its special use, with accommodations, as is claimed by the college circular for 1874-'75, for 400 students.

The law school of Trinity College gives instruction, both by lectures and text-books, sufficient to enable a student to graduate as an attorney, with the privilege of access to the other schools of the institution.

Statistics of schools for scientific and professional instruction.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Value of grounds, build- ings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	Number of volumes in library.
SCHOOL OF SCIENCE.									
Agricultural and Mechanical College, (University of North Carolina.) ^a									
SCHOOLS OF THEOLOGY.									
Shaw University, theological department	2	0	50						
Trinity College, theological department									
SCHOOLS OF LAW.									
Law department of Rutherford College ^b									
Trinity College, law department ^c	2		25						

^a Suspended since 1871.

^b Not yet in operation.

^c From Report of Commissioner of Education for 1873.

SPECIAL INSTRUCTION.

NORTH CAROLINA INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND.

The report of this school for the year from November 1, 1873, to November 1, 1874, shows a teaching-corps of 13 members, besides a foreman of the shoe-shop and another of the broom and mattress shop. The number of pupils enrolled within the year was, of deaf and dumb, males 77; females 61—total 138; of blind, males 40; females 37—total 77—making the aggregate of both classes 215, which is an increase of 13 over the previous year.

The pupils are reported to be steadily advancing in their studies and those in the mechanical departments to be perfecting themselves in their different employments.

The general condition of the institution is said to be as good as at any time within twenty years, though great economy has had to be practiced to keep the expenses within the income. Some teachers have hence been dispensed with, throwing more labor on those still retained, and this too at a diminished salary.

EDUCATIONAL CONVENTION.

ANNUAL MEETING OF THE STATE TEACHERS' ASSOCIATION.

The session of this body was held in Raleigh, July 9, 10, 1874; was opened with an address of welcome from the governor, and, under the presidency of Hon. Wm. H. Battle, proceeded to discuss such important topics as "Methods of teaching," "Normal methods," "Higher education in North Carolina," "History of education in North Carolina," "Graded schools," and "Industrial education."

Reports of what was said on these themes have not reached the Bureau. But of a speech not on the programme, delivered by a young colored man at the suggestion of the State superintendent of instruction, some account has come. This address was mainly devoted to a deprecation of excessive multiplication of studies in the schools for colored children, as tending to confuse the mind and induce a superficial acquaintance with many things, instead of a substantial knowledge of a few. It was received with a very cordial appreciation by the assembly, and many compliments were paid the young speaker for his clear presentation of the subject. Three other colored men took part in the discussions and are reported to have been heard with a friendly and respectful interest which augured better days for a people once despised.—(Report B. B. Goines.)

OBITUARY RECORD.

RICHARD S. MASON, D. D.

Rev. Richard S. Mason, D. D., of North Carolina, died on February 21, 1874, aged 80 years. He attended the session of the General Convention of the Protestant Episcopal Church in the United States in 1841 as a deputy and had been present at every other since until his death. He was fifty-six years in the ministry; had been president of Geneva College, New York, and Newark College, Delaware, after which he became a rector in North Carolina. He was born in Barbadoes; was graduated at the University of Pennsylvania; and was ordained a deacon in 1817 and a priest in 1820. As college president he was noted for his genial courtesy, as well as for his accurate and thorough erudition, his acquaintance with the classic authors enabling him to quote or refer to almost any important passage in them, with indication of the page where it could be found. His knowledge of the patristic Christian authors was also large and admirably digested, so that a quotation by him was generally accepted without even a reference to the book.

OHIO.

STATISTICAL STATEMENT.*

IRREDUCIBLE SCHOOL FUND.

This statement shows the amount of interest on the several funds constituting the irreducible school fund paid during the fiscal year ended November 15, 1873:

Sixteenth section school fund.....	\$163,016 71
Twenty-ninth section ministerial fund.....	6,428 11
Virginia military school fund.....	11,856 48
United States military school fund.....	7,216 33
Western Reserve school fund.....	15,445 75
Total	217,910 25

FINANCIAL STATEMENT.

Receipts.

Balance on hand September 1, 1872.....	\$2,439,078 02
From State school tax, (one mill on each dollar of taxable property)...	1,486,793 40
Decrease from last year.....	7,794 62
Interest on irreducible funds and rents of school lands.....	231,276 58
Decrease from last year.....	16,917 83
From local taxes.....	5,252,550 92
Increase over last year.....	318,791 84
From sale of bonds.....	501,583 96
Decrease from last year.....	7,268 59
From fines, licenses, &c.....	233,400 28
Decrease from last year.....	1,543 79
Total receipts, exclusive of balance on hand.....	7,705,605 14
Increase over last year.....	285,267 01
Grand total of receipts, including balance on hand September 1, 1872..	10,144,683 16
Total increase of receipts over last year.....	330,968 17

Expenditures.

Amount paid teachers.....	\$4,305,801 58
Increase over last year.....	86,238 54
Paid for managing and superintending schools.....	131,956 48
Increase over last year.....	2,341 41
Paid for sites and buildings.....	1,437,655 94
Increase over last year.....	8,691 03
Paid for interest on and redemption of bonds.....	458,572 32
Decrease from last year.....	107,926 11
Paid for fuel and contingent expenses.....	1,097,989 28
Increase over last year.....	58,774 10
Grand total of expenditures.....	7,431,975 60
Increase over last year.....	48,118 97
Grand total of expenditures, exclusive of amounts paid for interest on and redemption of bonds.....	6,973,403 28
Increase over last year.....	156,045 08
Balance on hand September 1, 1873	2,712,707 56

SCHOOL POPULATION AND ATTENDANCE.

White scholastic population, (males, 494,738 ; females, 473,950).....	968,688
Colored scholastic population, (males, 11,768 ; females, 11,352).....	23,020
Total scholastic population.....	991,708
Number of children between 6 and 16 years of age.....	754,743
Number enrolled in public schools, (boys, 363,890 ; girls, 335,125).....	704,018
Number of pupils re-enrolled	14,751
Total enrollment, deducting number re-enrolled.....	689,267

* From report of Hon. Thomas W. Harvey, State commissioner of common schools, for the year ended August 31, 1873. For statistics of 1874 see Table I at the close of this volume.

Decrease from last year.....	5,081
Number of pupils enrolled between the ages of 16 and 21.....	87,385
Average monthly enrollment, (boys, 243,979; girls, 231,510).....	480,489
Average daily attendance, (boys, 210,551; girls, 197,366).....	407,917
Per cent. of average daily attendance on enrollment.....	59.18
Per cent. of average daily attendance on enumeration.....	38.00
Per cent. of enrollment on enumeration.....	64.22
Per cent. of enrollment between 5 and 16 on enumeration between 5 and 16.....	70.43

Concerning the statement of the school population, the superintendent remarks that "no comparisons can be made between the different items reported the last two years, as all unmarried youth between 5 and 21 years of age were enumerated in 1872 and those between 6 and 21 years of age in 1873." Of the item of "total enrollment," it is said "the number is unquestionably too large, owing to the neglect of some teachers and clerks of boards of education to report re-enrollments."

CLASS SCHOOLS AND PRIVATE SCHOOLS.

Number of pupils enrolled in German schools.....	4,607
Decrease from last year.....	292
Number of teachers in German schools.....	75
Number of pupils enrolled in colored schools.....	5,950
Decrease from last year.....	505
Number of teachers in colored schools.....	167
Number of pupils in private schools.....	5,937
Decrease from last year.....	2,449

"It has been found very difficult to obtain reliable information concerning the condition of the private schools. No returns whatever of the statistics of schools of this class have been received from many districts. The number of pupils reported as enrolled in them is undoubtedly much too small."

TEACHERS AND TEACHERS' PAY.

Number of male teachers employed.....	9,789
Increase over last year.....	71
Number of female teachers employed.....	12,110
Decrease from last year.....	233
Whole number of teachers employed.....	21,899
Decrease from last year.....	162
Number of teachers necessary to supply the schools.....	14,875
Changes of teachers during the year.....	7,024
Decrease from last year.....	149
Number of permanent teachers, (males, 3,171; females, 4,077).....	7,248
Increase over last year.....	163

The following are the average monthly wages of teachers in the different schools:

Male teachers in township district primary schools.....	\$33 00
Female teachers in township district primary schools.....	27 00
Male teachers in township district high schools.....	70 00
Female teachers in township district high schools.....	41 00
Male teachers in city, village, and special district primary schools.....	55 00
Female teachers in city, village, and special district primary schools.....	35 00
Male teachers in city, village, and special district high schools.....	84 00
Female teachers in city, village, and special district high schools.....	57 00

TEACHERS' CERTIFICATES.

Number granted for 24 months, (to gentlemen, 356; to ladies, 225).....	581
Number granted for 18 months, (to gentlemen, 1,471; to ladies, 979).....	2,450
Number granted for 12 months, (to gentlemen, 4,430; to ladies, 4,136) ..	8,616
Number granted for 6 months, (to gentlemen, 3,943; to ladies, 4,921)....	8,864
Total number granted, (to gentlemen, 10,250; to ladies, 10,261)...	20,511
Decrease from last year.....	220
Number who failed in examination, (gentlemen, 2,015; ladies, 2,528)....	4,543
Number of colored persons who applied for certificates, (gentlemen, 117; ladies, 110).....	227
Decrease from last year.....	7

The reports of teachers' examinations are much fuller this year than in 1872. Only three local boards reported in 1872. Thirty-seven local boards have reported this year, and statements have been received from many others that no examinations were held by them during the year.

SCHOOL TERM.

Number of weeks school required by law	24
Average number of weeks primary schools were in session in townships.....	26
Average number of weeks high schools were in session in townships.....	13.50
Average number of weeks primary schools were in session in city, village, and special districts	33.95
Average number of weeks high schools were in session in city, village, and special districts	35.25
Average number of weeks schools were in session in the State.....	27.97
Number of subdistricts in townships in which schools were taught less than the time required by law.....	629
Increase over last year.....	132
Number of subdivisions of city, village, and special districts in which schools were taught less than the time required by law.....	10

SCHOOL DISTRICTS AND SCHOOL-HOUSES.

Number of school districts, (township, city, village, and special)	1,900
Number of subdistricts in townships.....	10,662
Number of school-houses erected during the year	542
Cost of school-houses erected during the year	\$1,008,786
Whole number of school-houses in the State	11,694
Increase over last year.....	29
Total value of school-houses in the State, including grounds.....	\$17,659,276
Increase over value of last year	491,080
Number of common school rooms in the State	14,543
Increase over last year.....	342

NET COST OF EDUCATION FOR THE YEAR.

In township districts, total cost, less amounts paid on permanent property	\$2,961,805 00
In city, village, and special districts, total cost, less amounts paid on permanent property	2,573,941 00
In the State, total cost, less amounts paid on permanent property.....	5,535,746 00
Increase over last year.....	142,525 00
In township districts, average cost per pupil on year's expenditure, net.....	11 08
In city, village, and special districts, average cost per pupil on year's expenditure, net	18 28
In township districts, average cost per pupil on year's expenditure, net, including 6 per cent. on estimated value of permanent improvement..	13 06
In city, village, and special districts, average cost per pupil on year's expenditure, net, including 6 per cent. on estimated value of permanent improvements	22 64
In the State, average cost per pupil on year's expenditures, net.....	13 57
Including 6 per cent. on estimated value of permanent improvements ..	16 16

AVERAGE RATE OF LOCAL TAX FOR COMMON SCHOOLS.

Average number of mills on the dollar, local levy, in townships.....	3.46
Increase over last year.....	.42
Average number of mills on the dollar, local levy, in city, village, and special districts	7.14
Increase over last year.....	.77

Table showing the percentages of school attendance and other leading facts relative to school interests, covering a period of nineteen years.

Date.	Number of counties reported.	Number of primary schools reported.	Number of high schools.	Per cent. of enrollment on enumeration.	Per cent. of average attendance on enrollment.	Average number of weeks enrollment schools were in session.	Whole number of teachers employed.		Average wages of teachers per month.		Aggregate expenditures for tuition and incidental expenses.	Aggregate expenditures for buildings, sites, and repairs.	Total expenditure for all purposes.
							Gentlemen.	Ladies.	Gentlemen.	Ladies.			
1855	81	12,240	31	67	57.29	50	9,091	7,683	\$25.02	\$14.20	\$1,442,187.00	\$493,602.00	\$1,889,789.00
1856	82	11,312	37	62	57.24	60	9,491	8,432	26.70	15.63	1,647,910.00	374,547.00	2,022,457.00
1857	83	12,339	113	72	58.24	60	10,189	8,684	27.71	16.22	2,006,877.00	293,040.00	2,299,917.00
1858	84	12,224	130	73	58.25	49	10,209	9,382	27.89	12.95	2,229,757.00	510,080.00	2,739,837.00
1859	85	11,338	151	69	58.25	20	10,007	8,865	27.82	16.29	2,159,726.00	422,348.00	2,582,074.00
1860	86	13,192	161	71	59.24	10	10,434	9,497	27.81	16.25	2,303,186.00	457,642.00	2,760,828.00
1861	87	13,479	167	72	59.25	20	11,050	10,130	27.81	16.05	2,327,982.00	508,084.00	2,834,066.00
1862	88	14,728	144	73	60.24	60	9,996	10,592	26.35	15.32	2,165,174.00	335,894.00	2,501,068.00
1863	89	14,233	175	82	59.24	40	8,966	12,261	25.73	15.41	2,144,636.00	264,977.00	2,409,613.00
1864	89	11,661	149	75	57.25	15	7,518	12,580	25.25	17.95	2,420,940.00	317,184.00	2,738,124.00
1865	89	11,419	143	74	56.25	78	6,403	13,479	26.25	21.55	2,932,446.00	306,066.00	3,238,512.00
1866	89	11,413	141	75	57.27	29	7,787	13,451	27.51	23.05	3,256,854.00	480,116.00	3,736,970.00
1867	89	11,373	131	71	56.27	33	8,348	13,230	28.52	23.20	3,737,354.00	1,026,209.00	4,763,463.00
1868	89	11,405	155	72	56.27	81	8,554	12,738	29.86	24.75	4,060,880.00	1,644,176.00	5,705,056.00
1869	89	11,714	198	73	59.30	19	9,171	12,455	40.47	26.03	4,506,064.25	1,224,728.61	6,530,792.86
1870	89	13,568	383	76	62.31	16	9,402	12,436	38.70	27.49	5,170,989.00	1,979,577.00	7,150,566.00
1871	89	13,870	310	69	60.33	00	9,563	12,544	41.28	26.07	5,314,013.47	1,517,021.09	6,831,034.56
1872	89	13,838	363	66	58.30	92	9,718	12,343	41.64	28.79	5,388,293.29	1,428,064.91	6,817,358.20
1873	88	14,193	350	70	58.27	97	9,789	12,110	40.61	29.45	5,535,747.34	1,437,655.94	7,431,975.60

* In this and subsequent years, instead of "number of schools," the reports exhibit the "number of school-rooms, exclusive of rooms used only for recitation," as a more definite item of information.

ELEMENTARY INSTRUCTION.

SUPPORT OF COMMON SCHOOLS.

There is a very general impression that the State of Ohio has established, and now sustains, a system of common schools, in which the various branches studied are taught at the expense of the State, as a State. Such is not the case. The provision actually made by the State is, in most cases, insufficient for the support of even the primary and grammar schools. In most school districts the State appropriation falls far short of the amount needed to continue the schools in session twenty-four weeks in the year, as required by law. About five-sevenths of the whole receipts for school purposes come from local levies. The high schools are either sustained by these local levies or by the proceeds of property donated for their support. A comparatively small portion of the fund raised by taxation is used for that purpose. Of the whole amount paid teachers in 1873, less than one-twelfth was received by teachers of high schools, and a portion of this should, without doubt, have been charged to the amount paid for supervision. The State taxed itself \$1,456,793.40 for school purposes; communities taxed themselves \$5,252,550.92. The State then, as a State, does not, in reality, maintain even a system of primary schools. It establishes them, contributes in a substantial manner to their support, and legalizes the action of communities in their efforts to make them efficient; that is all. The schools are the foster-children of the people, their establishment, though sanctioned, and, to a certain extent, required, by the State being left to the people, nearly three-fourths of the expense attending their support being imposed upon themselves by the people and the studies to be pursued in them determined by boards of education chosen to represent the people and to care for one of their dearest interests. And the people will not in the future rest satisfied with the minimum of education required by law.—(State report for 1873, pp. 55, 56.)

GERMAN SCHOOLS.

Prior to May 1, 1873, instruction could be given in the German language exclusively in schools supported by State patronage. The new school code provides that "all branches taught in the common schools of this State shall be in the English language." The German language may now be taught in any public school when demanded by seventy-five freeholders, residents in the district, representing not less than forty pupils, "who shall desire and intend to study the German and English languages together."—(State report for 1873, p. 18.)

SCHOOLS FOR COLORED CHILDREN.

The law requires each board of education to establish a separate school for colored children when the number in the district exceeds twenty, and to continue the school in session until the share of the school-funds belonging to the colored children, on the basis of enumeration, shall have been expended. Where the number of colored children of school age in any district is less than twenty, a joint district, containing the required number, may be formed of adjoining districts. This provision for the education of colored youth is entirely inadequate. In many districts they are practically deprived of school privileges and advantages, especially when the number by enumeration is less than twenty; and the separate schools established for them are sometimes continued in session a less number of weeks than the schools for white children in the same districts. It is a significant fact that, of the 23,020 colored youth of school age in the State, only 5,950 are under instruction.—(State report for 1873, p. 19.)

The supreme court of the State has decided that the organization of separate schools for colored children is not a violation of the fourteenth amendment to the Constitution of the United States, provided that the schools for colored youth afford them advantages equal to those provided for white children.—(Ohio Educational Monthly, June, 1874, p. 213.)

KINDERGARTEN SCHOOLS.

Two schools of this character, both in Cincinnati, one under Miss Therese Lochner, the other under Miss Sophia Lochner, with one assistant, report, in one case, 10 to 30 children in attendance; in the other, 25 to 30. In the former, the children are in attendance five hours daily for five days of the week; in the latter, six hours daily for five days.

Mrs. John Ogden, who had such a school at Columbus, has been induced to remove it to Chicago, Ill.

STUDIES THE PURSUIT OF WHICH THE STATE SHOULD ENCOURAGE.

The duty of the State to educate is founded on the necessity of education as a means for securing national prosperity. The inquiry suggests itself, "What is the education which the State must provide in order to give security and permanency to society and to insure individual as well as national well-being?"

"The State should provide or authorize the employment of means and agencies for instructing the youth (1) in the so-called common branches: reading, writing, language or grammar, arithmetic, geography, and, in addition, book-keeping; (2) in morals and unsectarian religion; (3) in those branches whose object is the preservation of health: physiology and hygiene; (4) in those branches whose object is the training of the eye, the ear, the voice, the hand: free-hand and mechanical drawing, vocal music, elocution, &c.; (5) in mathematics, including geometry and its practical appliances; (6) in the natural sciences and physics, so far as they are necessary in their relation to agriculture, the mechanic arts, and foreign and domestic commerce; (7) in mental philosophy; (8) in political economy, so far as it concerns the reciprocal relations of capital and labor and the known laws of supply and demand; (9) in civil polity and history, so far as our own country and its governmental institutions are concerned."

"This curriculum of studies will not and cannot be pursued by all who attend our public schools. It hints, however, at the character, and to a certain extent at the amount, of popular education demanded by a safe citizenship, individual enlightenment, and national integrity, permanency, and prosperity."—(State report for 1873, pp. 48-55.)

THE BIBLE.

The supreme court having dissolved the injunction granted by the superior court of Cincinnati on the subject of Bible-reading in the public schools, the resolution adopted November 1, 1869, is now in full force, prohibiting the reading of religious books, including the Bible, in the common schools of the city. The object of this was to allow the children of parents of all sects and opinions in matters of faith and worship to enjoy alike the benefit of the common school fund.—(National Normal, March, 1874, p. 133.)

EXAMINATION OF TEACHERS.

Earnest efforts have been made by county examiners to raise the standard of qualifications required of teachers. In the statements of auditors, educational progress is attributed more to the intelligent and impartial exercise of the powers conferred upon these officials than to any other agency.

At a meeting of the State board of examiners, State certificates were granted to ten persons. The attention of the general assembly is called to the advisability of authorizing the State board to appoint district examiners, who shall be empowered to grant certificates valid for five years throughout the State. This modification of the law is approved by county examiners, teachers, and members of boards of education, and will afford relief to many successful teachers, whose acquirements are not sufficient to entitle them to life-certificates and who are now compelled to incur the expense of an

examination at each change of residence. Through the efforts of these district examiners, the adoption of a uniform, systematic method of examination by county boards may be secured, a result much to be desired.—(State report for 1873, pp. 28-30.)

The State board meets but once a year for the examination of applicants for State certificates, that is, on the day following the sessions of the State Teachers' Association. The eighteen candidates who presented themselves at the session of 1874 were all principals of high, or normal, or graded schools. The misapprehension prevailing that the examination is one of much difficulty accounts for this. Five years' successful teaching is a qualification that all must have, and the degree of success frequently determines the acceptance or rejection of the applicant.—(National Normal, August, 1874, p. 315.)

CITY SCHOOL SYSTEMS.

CINCINNATI.*

Attendance.—Statistics of the city schools show that, although the increase in the enrollment of pupils was very small, there has been a gratifying increase in the daily attendance, denoting a healthy condition of the schools. The number of reported cases of tardiness was 55,132, 8,640 less than the number for the year 1871-72. The number of pupils enrolled in the normal and high schools was 3.5 per cent. of the number enrolled in all the schools. The year before it was 3.2 per cent.

Compulsory education.—Referring to the large number of youth who absent themselves from school and roam the streets, receiving there an education in vice and idleness, the superintendent remarks: "Whatever difference of opinion may exist as to the advisability of a general law for compulsory education, it seems to me there can be no valid objection to a law which shall place such youth in some school wherein they may obtain at least the rudiments of a sound intellectual education and be trained in those moral habits which will prove a powerful means of defense against temptations to crime. I think the facts warrant the assertion that wherever a law looking in this direction has been tried, however imperfect its administration, it has done good." It is recommended that vicious pupils, instead of being expelled from school, be transferred to special schools provided for them. A school of this character in Worcester, Massachusetts, is commended as a model.

The oral method of instruction.—Cincinnati was among the first of the cities of the country to adopt this method, and her school authorities have never doubted as to its superiority over the old. But the time has arrived to point out some of the errors into which an oral course of instruction, with object-lessons as a part of it, is likely to run. One error is the attempt to adhere to the oral course too long. In the primary schools it cannot be too highly estimated; but in the higher grades, though it need not be entirely discontinued, it should by no means take the place of text-books. Too much time is often spent upon things that are already quite familiar to the pupil. A want of suitable preparation on the part of the teacher is a fruitful source of uninteresting and unprofitable object-lessons; often, too, the lessons of a series are not connected in a complete logical chain. No succeeding step is the easier for the one that went before it. The lesson of to-day has no connection with the lesson of to-morrow. Nothing more fragmentary and unsystematic could be imagined than many of the object-lessons given in our schools. A great fault is in permitting and encouraging children to guess too much. The result is little thinking and much wild and ridiculous answering. Again, in giving oral instruction the teacher is too apt to take the burden of the lessons upon herself. She makes the way of learning exceedingly easy. She divides and subdivides every difficulty until the weakest intellects find their way through it with little effort. The joy of finding out things for themselves after a struggle for it, these pupils never know, and they grow daily less inclined to wrestle with difficulties. The overmuch talking by which this is accomplished either excites in pupils a high nervous tension, healthy neither to body nor mind, or they become utterly indifferent to it. The wise teacher talks no more than is sufficient to direct the minds of her pupils to their proper field of labor, and teaches them to use their own brains and eyes instead of hers. The superintendent remarks, in conclusion: "No one appreciates more highly than I the object method of teaching. The years in which I have observed its workings have only confirmed my belief in its excellence. But defects do exist which ought to be remedied, and teachers need not to be assured that the new method may readily degenerate into as dull and mechanical a routine as the old."

Drawing.—In the district schools, one hour and a half a week is devoted to instruction in drawing; in the intermediate schools, there are two lessons of forty minutes per week; in the high schools, one lesson of forty-five minutes per week; and in the normal school, two lessons of one hour each per week. In the district schools instruction in drawing has been given entirely by the regular class teachers, and the results have been very satisfactory. This study seems to gain a firmer foot-hold in schools

* Report of City Superintendent John Hancock, for 1873-'74.

where it is under the charge of the regular teacher than where a special teacher is employed. The drawing in the normal school has improved more than in any other. There is, however, still some laxity. If drawing were counted in the average of a graduate's examination, there would be greater attention. The examination in drawing, had in view of the Vienna Exposition, aroused the pupils to greater efforts, whose results were plainly seen in the June examination. In view of these facts the superintendent of drawing recommends that yearly exhibitions of drawings—the results of a fair examination—be had.

Course of study for the high schools.—The plan of elective studies, adopted in the high schools for the purpose of lessening the amount of study required of the pupils, has not proved satisfactory. Its most serious drawbacks are that it places the responsibility of deciding a question that must influence the whole future life upon those who are not capable of making an intelligent decision and that it presupposes all the studies of the curriculum of equal value. Under this plan it is possible for a student to so select his studies as to evade a number of those whose formative influence is of most worth. An election, under certain restrictions, in the studies of a high school course is admitted to be a necessity; but the election should be made in such a way that the selected branches, when taken together, should form a course of study clearly defined, all whose parts should be logically connected. There should in no case be more than three separate courses of instruction for the high school, and one of these being selected should be strictly adhered to to the end. Great evil has resulted from allowing pupils to select their studies at the beginning of each year.

Night schools.—The total enrollment in these schools was 3,252; the average attendance, 1,686, of whom 1,387 were males and 299 females. The schools of last winter were of unusual excellence. Never before have the pupils manifested so great a desire to learn, and their conduct was worthy the highest praise. The progress of the pupils in the night high school is of the most encouraging character. Great interest has been taken in drawing in this school, and most satisfactory results attained. The re-establishment of the night school of arts and sciences, established in 1856 and discontinued on the breaking-out of the rebellion, is recommended.

Mr. Hancock, who has been for a long time a very successful and useful superintendent here, has found another field of labor in the superintendency of schools of Dayton.

CLEVELAND.*

Women as principals of schools.—During the last four years all the schools in the city have been under the principalship of women. The results are summed up as follows: Great improvement in the general order within the school-room and in the deportment of pupils in the school-yard and on the street; closer attention to study; a higher degree of self-respect on the part of the pupils; more prompt and efficient co-operation with principals on the part of assistant teachers; more thorough and unquestioning obedience to the rules of the board of education; greatly superior instruction; closer and more persistent observance of the little details which go to make up thorough scholarship; an improved interest in science and literature in the schools, while at the same time fewer changes of text-books are proposed and pressed upon the board than there were formerly.

Drawing.—The feature that especially distinguishes the year 1873 was the successful establishment of drawing as a branch, regularly and systematically taught in all the grades of the schools. The teachers received a weekly lesson of two hours each, and entered upon the work with great earnestness. Their success was most gratifying.

Evening drawing school.—The practical bearing of the method of teaching adopted in the grammar and high schools was soon recognized by large numbers of machinists, carpenters, and other mechanics, and early in the winter a general desire was expressed for the opening of an evening drawing school. Two classes of sixty pupils each were organized, each class receiving two lessons a week. The good order, industry, and attention displayed were worthy of encouragement, and at the close of the course, limited as it was in time, the success had been such as to induce a general conviction that the evening drawing school should be made a permanent institution.

COLUMBUS.†

Attendance.—The per cent. of average attendance on the total enrollment was: In the high school, 80; in the grammar schools, 76; in the primary schools, 72; in the ungraded schools, 61. The per cent. of attendance on the number belonging, was: In the high school, 96; in the grammar schools, 93; in the primary schools, 93; in the ungraded schools, 83. Although the per cent. of the average daily attendance on the number of pupils registered was little greater than last year, yet there were some results gained in the attendance of this year over last, worthy of mention. Nearly 1½ per cent. of the whole number registered were present every day of the year;

* Report of City Superintendent Andrew J. Rickoff, for 1873.

† Report of City Superintendent R. W. Stevenson, for 1873-74.

3½ per cent. were not absent from the first day they entered school; 48 per cent. were present over 160 days; 62½ per cent. were not tardy during the year. The whole number remaining was 350 greater than the preceding year.

Promotions.—Promotions are by classes annually, except in the lowest primary grade, in which they are made semi-annually, and, in the case of individuals, at any time during the term when they are found qualified for a higher grade.

Language.—Lessons in speaking and writing English are begun as soon as the children enter school. There are three recognized steps in teaching this subject. The first covers the time before the child can read and write fluently and readily; the second, after he can read and write, covering a period of about four years; the third embraces the last three years of the grammar school course, and consists of technical grammar in connection with practical exercises in composition. The progress made in all the schools during the year, in linguistic study, has been exceedingly satisfactory.

Drawing.—The Walter Smith system of drawing was introduced in the grammar and primary schools at the beginning of the year, with what was thought a fair measure of success, the teachers being first taught and then made instructors of the children.

Evening schools.—These schools were opened January 9, 1874, and continued till the last of March. The total enrollment was 370; the average attendance, 198. The schools were very successful, some of the pupils accomplishing in less than three months as much as many of the pupils in the day schools did in half a year.

LEBANON.

At Lebanon, says the Ohio Educational Monthly, the primary pupils are taught only half a day, one grade in the forenoon and another in the afternoon; the results are reported as eminently satisfactory.—(Ohio Educational Monthly, June and July, 1874.)

AKRON.

The system here includes a board of education of 12 members—two for each ward—and a superintendent of schools, Prof. Samuel Findley. There was an enrollment in the high, grammar, and primary schools of 2,307 pupils, the number of youth in the city, 6 to 21 years of age, being 3,809. There has been an increase in the attendance upon the schools during the past five years of nearly 50 per cent.; in the grammar department it was 85 per cent. and in the high 178. These results are due, it is believed, in part to more thorough classification and improvement in methods of instruction, but chiefly to a greater interest in the schools and to a stronger desire for a higher and better education.

Vocal music has been a part of the regular course of instruction for nearly four years. It has been taught by the regular teachers under the direction of a music-master, who is employed for two days in each week.

Drawing has received some attention in the primary and grammar grades for six or seven years, but without entirely satisfactory results. The want of skilled supervision has been the greatest obstacle to success.—(Report of board of education, Akron, 1874.)

TOLEDO.

The Ohio Educational Monthly for January, 1874, says: "A noticeable feature in the school system of this city is the systematic course of oral instruction, designed to lead the pupils to an acquaintance with the elements of the various sciences, the instruction in the lower grades being confined to such knowledge as is gained through the senses. In drawing, the attempt is made, by constant use of the most perfect models, to secure a high and correct ideal, according to the capacity of each pupil."

SPRINGFIELD.

The plan used here for securing good attendance is very successful. There is a banner-room for each grade and also one for the city. The banner-school for the city for the month of February, 1874, enrolling 39 pupils, had 36 who were neither absent nor tardy.

No spelling-books are used in the schools. Selected words are written by the pupils, in blank books, and they are required to use each word in a complete sentence.—(Ohio Educational Monthly, March, 1874.)

WOOSTER.

Wooster has a board of education of three members and a city superintendent, Prof. J. M. Clemens. The school population of the town—5 to 21 years of age—was 2,403 in 1874; enrollment in public schools, 1,175; number in daily average attendance, 812. At the close of the school year, a class of 10 graduated from the high school, 7 of whom completed the regular classical course, 2 the special, and 1 the English. The names of 23 pupils—10 boys and 13 girls—appear on a roll of honor in the report as not having been absent or tardy during the year.—(Report of Wooster public schools, 1874.)

STEUBENVILLE.

There is a board of education here of 6 members, and a superintendent, Prof. Martin R. Andrews.

The past year has been a very prosperous one for the schools, the attendance showing an increase of 23 per cent. on that of 1873. There is a slight improvement in the district schools as to regularity of attendance. The high and grammar schools have doubled their numbers in four years.—(Report of Steubenville public schools, 1874.)

ZANESVILLE.

Attendance.—During the year the total enrollment between the ages of 6 and 16 was 77 per cent. of the number enumerated between those ages. The average monthly enrollment was 83 per cent. of the total enrollment and 47 per cent. of the enumeration. The average daily attendance was 83 per cent. of the average monthly enrollment, 73 per cent. of the total enrollment, and 56 per cent. of the number enumerated. "This," the superintendent says, "brings us squarely up against the unwelcome fact that our public school system is conferring its benefits upon less than two-thirds of those for whom they are meant, and who most stand in need of them."

Promotions.—"We have been working for the past year into a system of term-promotions, by which pupils who fail of promotion with their class will be set back but one-third of a year. This plan promises success."

Evening school.—An evening school for boys unable to attend the day schools was opened December 1, 1873, and closed March 6, 1874. The total enrollment was 109, the average attendance 40. The average age of the pupils was 15. Number of sessions held, 65.—(Report of City Superintendent A. T. Wiles, for 1873-'74.)

TRAINING OF TEACHERS.*

Ten normal schools and normal institutes in the State report their statistics for the year 1874 to this Office. In all there are a total of 83 instructors, including those non-resident and lecturers, and 2,220 pupils. Eight report the sex of the students, and in these there are a total of 1,532, of whom 837 are gentlemen and 695 ladies. Two schools fail to report the number of their graduates in 1874, but the eight which do report that item sent out a total of 157, of whom 150 engaged promptly in teaching. All but two of these schools have libraries, ranging in size from 200 to 3,500 volumes. In none are the graduates authorized by law to teach in the common schools of the State without further examination. Two only received aid from public funds, the Cincinnati Normal and the Northwestern School at Fostoria.

THE CINCINNATI NORMAL SCHOOL,

Organized in 1868, reports 9 instructors and 85 pupils in the normal school proper, all ladies; 45 graduates in 1874, all of whom had engaged in teaching; a library of 200 volumes, and a model school. Drawing, vocal music, and gymnastics are taught. The city appropriation to the school for 1874 was \$6,411.19, of which \$3,045 was repaid to the city by services of undergraduates in the practice-schools.—(Replies to inquiries by United States Bureau of Education, 1874.)

The elevation of the standard of admission has not diminished the attendance, the enrollment for the year being 99, as against 80 last year and 63 the year before. The average number belonging is 69, last year 62, and the preceding 35. The percentage of graduates of the high schools in the English department is largely increased, being 53 per cent., as against 27 last year and 12 the year preceding.

The German department of the school has increased in numbers, and there has been an effort on the part of both teachers and pupils to make the standard of scholarship as high and the training as thorough as in the English division. At the opening of the year a German practice department was organized. The German pupil teachers are thus afforded the same opportunity of practical experience in the management and instruction of a school that the English department possesses.

The principal again calls attention to the fact that the accommodations of the school are so limited that the efficiency of the work is seriously retarded.—(From report of the principal, Miss Delia A. Lathrop, in Cincinnati report for 1874.)

The re-election, by acclamation, of Miss Delia A. Lathrop as principal of this school, at a salary of \$2,000, is not only a personal but a professional triumph, meriting general congratulation. There is not a corps of teachers in the United States that would not be proud to count her one of its number.—(National Teacher, October, 1874.)

NORTHWESTERN OHIO NORMAL SCHOOL, ADA.

This institution, organized in 1871, reports 8 teachers, 316 pupils—199 gentlemen and 117 ladies; 11 graduates for 1874, all of whom were teaching; a library of 700 volumes, a model school, a gymnasium, a natural history museum, a philosophical cabinet, and a limited chemical laboratory. Music and drawing are taught.

* From replies to inquiries by United States Bureau of Education.

NORTHWESTERN NORMAL SCHOOL, FOSTORIA.

Organized in 1870, and in 1874 removed from Republic to Fostoria; received last year, 1874, an appropriation of \$1,800; number of teachers, 9; pupils 400—250 gentlemen and 150 ladies; 6 graduates, 5 of whom engaged in teaching; a library of 200 volumes, a small chemical laboratory and philosophical apparatus. Music, both vocal and instrumental, is taught, and drawing is to be.

HOPEALE NORMAL SCHOOL, HOPEDALE.

This school was organized in 1852; it has a gymnasium, a philosophical apparatus and chemical laboratory, and a library of 1,600 volumes; instructors, 9; pupils 169—98 gentlemen and 71 ladies—two of whom graduated in 1874 and commenced teaching. Vocal and instrumental music are taught.

NATIONAL NORMAL SCHOOL, LEBANON.

This institution reports 17 teachers, 343 students, and 60 graduates for 1874; 55 of the latter were teaching; a library of 3,500 volumes, a chemical laboratory, philosophical cabinet and apparatus, and a natural history museum. Drawing and vocal music are taught.

Further information, from the annual catalogue of this institution for 1874, shows that, in addition to the normal, there is a collegiate department, with classical and scientific courses, and a business department, which latter is designed as well for the normal students as others. It is intended to send forth no teacher who is not well qualified to take charge of any business to which he may choose to direct his attention out of the school.

Twelve boarding-houses are owned by the principal, and good board can be obtained for \$2 a week, and at some tables in town as low as \$1.50. Room-rent varies from 40 cents to \$1 a week. There are four terms of eleven weeks each and one of six weeks, giving only two weeks' vacation in August. Any person entering at any time can find classes that will meet his wants, from those beginning in the common branches to the highest in the college course.

Special importance is ascribed to the voluntary system of discipline pursued, and to the system of co-education of the sexes as practiced here, which, unlike that pursued in many other co-educating institutions, encourages social intercourse between the sexes, regarding this as a most important element both in the intellectual and moral training of the young men and women. Believing that their reciprocal influence is essential to good morals and to earnest effort in any desirable direction, the question of how to best utilize this social element in the school work has been made a study. The answer, coming from long experience, is that school regulations freed from suspicion and police regulations tend towards purity rather than impurity; that a rough and immodest deportment can be successfully excluded in no other way than by the mutual influence of the sexes; that emulation, as a healthful, energizing force, is far more potent in its effect when operating between the sexes, without prizes, than any form of emulation which can be excited by prizes, under any circumstances whatever. In order to make this force the more fully available, the mutual acquaintance of the pupils is indispensable. To promote this, semi-monthly reunions have been instituted, and a variety of means adopted to make them attractive, including music, charades, personifications, rhetorical exercises, promenading, &c.

Of his experience in respect to the matter of discipline, Principal Holbrook says:

"During the first eleven years the normal school was managed under a definite code of laws, adopted at the beginning of every session, by the vote of the students, who in voting for them pledged themselves to sustain them by their compliance and influence. As individuals were received, they were expected to pledge themselves to the same rules. The growing prosperity of the institution under these rules would have seemed to warrant their permanence; but the continued relaxation in the rigor of discipline appearing to give better results year by year, it was decided to drop all formal positive law, and to depend entirely on the good will of the students; in other words, upon the prevailing popular feeling of the students. The results have justified the plan. During the last seven years there have been not more than three expulsions, whereas, during the first eleven years, there were from one to three every year. This controlling popular sentiment is sustained by the instrumentality of the general exercises, by the interest always developed in the management of the classes in recitations and drills, and by the free and genial intercourse of teachers and students in their meetings and greetings outside of class relations."—(Catalogue for 1874.)

WESTERN RESERVE NORMAL SCHOOL, MILAN.

This school was organized in 1832; reports for 1874 3 instructors and 143 students—75 gentlemen and 68 ladies; it has a philosophical cabinet and apparatus and a chemical laboratory.

MT. UNION COLLEGE NORMAL SCHOOL, MT. UNION.

This school was organized in 1846; has a model school connected with it, a natural history museum, philosophical apparatus, a chemical laboratory, and library of 1,446 volumes; drawing and music, both vocal and instrumental, are taught; there are 12 teachers and 345 pupils.

ORWELL NORMAL INSTITUTE, ORWELL.

This was organized in 1865; has a library of 325 volumes, a chemical laboratory, a philosophical cabinet and apparatus, a small natural history museum, and a gymnasium; drawing and music, both vocal and instrumental, are taught; number of students in 1874, 192—gentlemen 100, ladies 92; teachers, 3; graduates last year, 12, all of whom are teaching.

OHIO CENTRAL NORMAL SCHOOL, WORTHINGTON.

Organized in 1871; has a library of 600 volumes, a chemical laboratory, a philosophical cabinet and apparatus; an attendance of 205 students—105 gentlemen and 100 ladies; teachers, 12; graduates, 17, 16 of whom are teaching; drawing and vocal music are taught.

NORMAL AND TRAINING SCHOOL OF WILBERFORCE UNIVERSITY, *near XENIA.*

This department of the university was organized in 1872; drawing is taught, also music, vocal and instrumental; there is connected with it a model school, the germ of a natural history museum, and it uses the chemical laboratory of Antioch College; it reports for 1874 but 22 students—gentlemen, 10, ladies, 12—with 6 instructors; graduates, 4, all of whom are teaching.

TEACHERS' INSTITUTES.

Reports have been received of sixty-two teachers' institutes held during the year. Others are known to have been held, but the State commissioner has received no reports of them. The sum of \$12,590.72 was expended in sustaining institutes, \$9,925.97 having been taken from the teachers' institute fund, a fund created by requiring an examination fee of fifty cents to be paid by each applicant for a teacher's certificate, \$325 appropriated by county commissioners prior to the passage of the act of May 1, 1873, \$2,248.75 contributed by members, and \$439.44 obtained from sources not specified in the reports. The number of days institutes were in session was 494. The aggregate number of teachers in attendance was 6,340, or nearly one-half of the whole number necessary to supply the schools. The number of instructors and lecturers employed was 297. The examination fees received and paid into the different county treasuries amounted in the aggregate to \$14,735.79. One-third of this amount could have been legally expended by county boards of examiners in defraying necessary traveling expenses. The amount actually taken from the teachers' institute fund for that purpose was \$1,945.02, leaving a balance of \$12,790.77 to be used for the support of the only agencies sanctioned or even recognized by the State for the professional instruction of teachers. The school code now in force does not contain any provision authorizing appropriations of public moneys to sustain teachers' institutes, but repeals the act under which county commissioners, in a few counties, have heretofore made such appropriations. In fact, the employment of any adequate means and agencies to secure a permanent supply of trained teachers for the common schools is not encouraged by State patronage. Teachers' institutes are sustained by funds contributed directly or indirectly by the teachers themselves or by the voluntary contributions of the friends of education.

The State commissioner has attended teachers' institutes in nineteen different counties during the year, and reports that the interest manifested by teachers in preparing themselves for their work, in these counties, seems to be increasing year by year. Similar statements are made by institute instructors in other counties. There is a marked improvement in scholarship and an intelligent appreciation of the responsibilities of the teacher's position that cannot fail to produce good results in the future.

IMPORTANCE OF SYSTEMATIZING THE WORK OF TEACHERS' INSTITUTES.

There is really no difference of opinion among the friends of educational progress concerning the importance of thoroughly organizing these invaluable agencies and of defining and systematizing the work that can be safely attempted to be done in them. Even should the State establish one or more normal schools and the number of private institutions in which normal instruction is made a prominent feature be largely increased, nearly all of the professional training which nine-tenths of the teachers in the State will receive for some years to come must be provided for in county and district institutes. The quality of the work done in these institutes is therefore of the utmost importance. The suggestion made in former reports by the State commissioner, that "the organization and conduct of both county and district institutes should be in-

trusted to a board of institute managers composed of men who have had long and successful experience as teachers and lecturers," has been so favorably received that it is repeated and recommended to the general assembly as worthy of attention and consideration. It is the opinion of those best acquainted with the educational needs of the State that well-directed efforts made by this board will be followed by a marked improvement in the character and usefulness of the common schools. The expenditure necessary to sustain this board will be scarcely a tenth part of the amount expended in New York or Pennsylvania to support a system of normal schools; and the results of its labors will be immediate.

TEACHERS' ASSOCIATIONS.

Several interesting and profitable meetings were held during the year, by the teachers' associations of Northeastern, Central, Southeastern, and Southwestern Ohio. These associations are by no means "mutual admiration societies." The discussions at all the meetings were characterized by independence of thought and boldness of expression. The zealous efforts of the teachers belonging to these associations, to qualify themselves more thoroughly for the duties of their profession by frequent interchange of views concerning methods of instruction and school management, are worthy of special commendation.

SECONDARY INSTRUCTION.

STATE HIGH SCHOOLS.

The State commissioner of common schools, in his report for 1874, states that there were in that year 412 high school rooms; the number of such schools not definitely indicated, but the total enrollment of pupils in them 24,299—boys, 11,200; girls, 13,099—an increase of 2,621 over the number enrolled in 1873.

The higher English and classical branches were distributed among the pupils as follows:

Studies.	1873.	1874.	Studies.	1873.	1874.
United States history	16,704	18,316	Botany.....	1,357	3,848
Physiology.....	5,696	4,039	Astronomy.....	622	721
Physical geography.....	3,541	4,310	Book-keeping.....	1,056	864
Natural philosophy.....	7,289	4,585	Natural history.....	673	330
German.....	18,185	16,969	Mental philosophy.....	223	270
Algebra.....	10,432	10,250	Moral philosophy.....	136	75
Geometry.....	1,766	2,249	Rhetoric.....	653	506
Trigonometry.....	599	628	Logic.....	219	120
Surveying.....	417	228	Latin.....	2,289	2,260
Chemistry.....	847	804	Greek.....	205	205
Geology.....	840	544	French.....	223	174

The commissioner also reports 221 colored pupils who were pursuing academic studies, an increase of 140 over the number of 1873.

HUGHES HIGH SCHOOL, CINCINNATI.

The enrollment has been larger than that of any previous year. That feature of the course of study which requires each pupil to do an amount of work equal to fifteen recitations per week, but does not prohibit him from doing more, if able, is still believed to be correct; but doubts are expressed of the wisdom of allowing the pupil entire option as to the branches to be studied. A better plan would be to allow a choice of one of two or three specified courses.

During the year the daily record of recitations has been entirely discarded, and the pupil's standing has depended upon examinations held every five weeks. Results under this system have been quite satisfactory.

WOODWARD HIGH SCHOOL, CINCINNATI.

The total enrollment during the year was 427, an increase upon the previous year of over forty. The principal of the school states that, of those who were admitted at the beginning of the year, with an average below 70 per cent., not one will be able to pass to the next grade. This has been the uniform experience for years past. The admission of pupils to the high schools before they are fully prepared for it is characterized as a great error of judgment, resulting in incalculable injury to the schools. It is recommended that greater prominence be given to drawing in the course of instruction, and that it shall not be optional with the pupils, but that every pupil be required to take at least one lesson in drawing a week.

CENTRAL HIGH SCHOOL, CLEVELAND.

Every year shows a gratifying increase in the membership of this school. Three courses are offered to pupils: the English course, the Latin-English and classical, and the German-English course. The steady increase in number, for the last three years, of those choosing the German-English course, marks the influence of the study of German in the lower schools.

The principal suggests as worthy of serious thought on the part of instructors "whether, in the multiplication of subjects of study in our high schools and academies for the purpose of giving a many-sided knowledge and culture, we do not lose sight of the desirableness of allowing pupils to gain the feeling of power which springs from a growing mastery of subjects, and the consequent lively interest in some one or more branches, which may prompt them to continue their studies when their school days shall have ended; whether, in truth, we may not be losing more in depth than we gain in breadth."

HIGH SCHOOL, COLUMBUS.

This school offers three courses of study: The Latin-English, the German-English, and the English. The selection of either course is permitted to pupils or their parents. The first two courses extend over four years. The English course is completed in three years. The instruction in the several departments is broad and thorough. The examining committee made special mention of the examinations in Latin, French, German, geometry, algebra, and the Constitution of the United States, as evidencing thoroughness of instruction. The number of pupils during the year was 222.

HIGH SCHOOL, ZANESVILLE.

This school reports a total enrollment of 150 and an average daily attendance of 118. The superintendent calls attention to what he considers a heathful indication, viz: "The fact that, while the number of boys enrolled in the high school proper is but 52 per cent. of the number of girls, the proportionate number of boys is 44 per cent. greater than that of the preceding year; and the additional fact that the enrollment for the present year (September 1, 1874) shows a still further increase in the relative number of boys."

ACADEMIES AND SEMINARIES.

Reports have been received from 44 of the above class of schools, 5 of which are for boys, 9 for girls, and 30 for both. In all there are a total of 217 teachers and 5,151 pupils: 1,980 were in English studies, 667 in classical, and 623 modern languages; 169 were preparing for the classical and 77 for the scientific course in college; drawing is taught in 23; vocal music in 23, and instrumental in 29; 18 have laboratories and 25 apparatus; the libraries range from 50 to 3,000 volumes.

In the 5 schools for boys, there were 21 teachers and 327 pupils, 271 of whom were pursuing English studies, 33 classical and 236 modern languages; 44 were preparing or intending to prepare for the classical and 19 for the scientific course in college. In three of these schools drawing is taught, in 3 vocal music, and in 1 instrumental; 4 have libraries of 400 to 1,500 volumes.

The 9 schools for girls report: teachers, 84; pupils, 1,376: in English studies, 123; unclassified 207; classical, 61; modern languages, 85; preparing for classical course in college, 2; drawing and vocal music are taught in 7, instrumental in 8; 6 have laboratories, 8 apparatus, and 9 libraries of 100 to 3,000 volumes.

There were in the 30 schools for both boys and girls a total attendance of 3,468 pupils; 1,502 pursued English studies, 586 classical, 302 modern languages; 169 were preparing for the classical and 77 for the scientific course in college; 23 teach drawing, 23 vocal and 29 instrumental music; 18 have laboratories and 25 apparatus; the libraries range from 50 to 1,200 volumes.—(Reports to United States Bureau of Education, 1874.)

Schools of this kind, the State commissioner says, have seemed to prosper during the year as a class; some of them report a decrease in the amount received from tuition-fees, while others have evidently not felt the pressure of the times, as their income from tuition-fees has been larger than in former years. This general prosperity shows that the efforts of earnest men to provide means for higher culture are appreciated by the people of the State, and is the best evidence possible that there is a growing demand for this culture, not only in the cities and towns but in the rural districts.

There is a great diversity of method in the management of these institutions, indicating that a wide if not radical difference of opinion exists among their founders and teachers with regard to the end and aim of education. In most of them pupils are required to complete certain branches of study before commencing others, *i. e.*, to pursue their studies in accordance with the requirements of an established curriculum; in a few, the branches of study to be pursued are determined mainly by the pupils. Thoroughness in a few branches, rather than a superficial knowledge of many, is required in some, and proficiency is tested by examinations, while in others test-examinations

are denounced as valueless and even pernicious in school-work. There is not so great diversity in the methods of instruction as in general management. As a rule, to which, unfortunately, there are some exceptions, teachers endeavor to keep abreast of the times, aware that their best work consists in stimulating their pupils to earnest effort in showing them how to acquire knowledge rather than in cramming them with facts.—(Report of commissioner of common schools, 1874.)

PREPARATORY SCHOOLS.

Three of these report a total attendance of 704 pupils and 26 instructors: in classical studies, 276; in scientific, 193, and in others, 235. The number of years in course varies from 3 to 6; all but one have laboratories, philosophical apparatus, gymnasia, and libraries of from 18 to 500 volumes.—(Reports to United States Bureau of Education, 1874.)

BUSINESS COLLEGES.

Of these institutions there are 15 which report their statistics. They had a total of 15 teachers and 2,845 pupils, of whom 2,468 were young men, 377 women; 49 studied German, and 38 French; 3 have libraries of 150 to 1,000 volumes; the course varies from one-third of a year to 3 years.—(Reports to United States Bureau of Education, 1874.)

SUPERIOR INSTRUCTION.

THE COLLEGES IN GENERAL.

The State commissioner, in his report for 1874, page 25, gives abstracts of reports received by him from the colleges and universities of the State, from which he draws the conclusion that these institutions have enjoyed a gratifying degree of prosperity during the year. Notwithstanding the adverse influence of the panic the patronage of none has decreased materially and the endowment-funds of several have been increased. Twenty-three reported 382 as the number graduated in 1873 and 22 report 445 as the number graduated in 1874. Twenty-four reported 2,747 pupils in the regular or classical course in 1873, and 23 report 3,114 in 1874; 20 reported an income of \$240,486 in 1873; 17 report an income of \$335,190 in 1874.

Many of these institutions are embarrassed by a lack of means to pay remunerative salaries to a sufficient number of tutors and professors, to furnish their laboratories with the necessary apparatus, to procure other material for illustrative teaching, and to purchase books for their libraries; but the commissioner thinks this need not discourage or dishearten their friends and patrons, since during the past few years enough has been done towards securing endowments for these institutions to indicate what may reasonably be hoped for in the future.

Attention is again called by the commissioner to the fact that the conditions of graduation from these institutions are generally so unlike as to preclude satisfactory comparison between them with reference to the scholarship of graduates, and he repeats the suggestion made in a former report that this defect be remedied by legislation or by some voluntary action on the part of trustees or faculties.

ANTIOCH COLLEGE, YELLOW SPRINGS.

(Non-sectarian.) From the *College Courant* of July 25, 1874, it appears that this college had, for 1873-'74, an attendance of 99, viz, 49 gentlemen and 50 ladies; also that the late Mrs. Sarah J. King left it \$20,000.

BALDWIN UNIVERSITY, BEREA.

(Methodist Episcopal South.) Established in 1846 as Baldwin Institute, for the education of both sexes, by the North Ohio Conference of the Methodist Episcopal Church, the institution was ten years later chartered as a university under its present name. Its design is first to provide for students, without distinction of sex, a thorough and extensive general education, by means of the collegiate courses in the college of arts, and also to provide a thorough scientific basis for the professions and for the great industrial pursuits of the country, by means of other colleges and departments. The regular degrees conferred are those of B. S., A. B., M. B., and A. M.—(Report of the university, 1872-'73.)

BUCHTEL COLLEGE, AKRON.

(Universalist.) This college was opened for the reception of students in September, 1872. It offers to both sexes equal opportunities for a thorough practical and liberal education. The curriculum embraces (1) a complete college course of four years, (2) a thorough philosophical course of two years, (3) a normal, and (4) a preparatory course.—(Catalogue of Buchtel College, 1872-'73.)

The *College Courant* of July 18, 1874, says that degrees were conferred on 10 graduates of this college at the commencement of 1874.

CAPITAL UNIVERSITY, COLUMBUS.

(Evangelical Lutheran.) This university includes preparatory, collegiate, and theological departments; the collegiate, lasting four years, aims at a thorough training, and not merely at conferring the bachelor's degree.

CINCINNATI WESLEYAN COLLEGE, CINCINNATI,

Includes academic, classical, and scientific courses, with instruction in drawing and painting and music. A college of accounts and business and a women's medical college are projected. The building is one of the most commodious and perfect in structure of all the college edifices of the West—180 feet by 60 and 90 feet, and four stories high, and cost \$135,000. The health of the pupils receives careful attention, special care being given to exercise, bathing, and mode of dress.

DENISON UNIVERSITY, GRANVILLE.

(Baptist.) There are classical, scientific, and preparatory departments; degrees conferred, those of A. B. and B. S. The university is pleasantly located on a campus of 24 acres, half a mile from the town. Among the advantages enumerated are cheapness of living, beauty and healthfulness of situation, and the stimulating presence of other schools.—(Catalogue, 1872-73.)

GENEVA COLLEGE, WEST GENEVA.

(Covenanters.) This college claims to be a denominational, but not a sectarian institution; situated in a healthy region and surrounded by a community distinguished for the intelligence and evangelical religion of its citizens. Good board can be had for \$2.50 per week. There are classical and preparatory departments.—(Catalogue 1872-73.)

HEIDELBERG COLLEGE, TIFFIN.

(Reformed.) Collegiate, preparatory, and theological departments are embraced in this college. Graduates of the collegiate course receive the degrees of A. B. and B. S. The special inducements offered here to students are, cheap living—board \$3.25 a week, and all expenses ranging from \$150 to \$170 annually—a thorough and complete course of study, and an accessible location, free to a great extent from incentives to vice and dissipation.—(Catalogue, 1873-74.)

HIRAM COLLEGE, HIRAM.

(Disciples.) Seven courses have been arranged here: classical, scientific, biblical, ladies', teachers', commercial, and preparatory. The scientific course is again divided into Latin-scientific and scientific alone.

Scholarships have been prepared, and are sold at \$100 each. They call for eight years' tuition and are transferable. Board can be had for \$3.50 a week. The location is healthy, the water pure, and the scenery fine.—(Catalogue, 1874.)

KENYON COLLEGE, GAMBIER.

(Protestant Episcopal.) This institution, established largely by generous contributions from Lords Kenyon and Gambier, is charmingly located in one of the choicest portions of the State, and has preparatory, collegiate, and theological departments, the last, however, temporarily suspended. The degree of A. B. is conferred upon graduates and that of A. M. in course only when the graduate has pursued scientific or literary pursuits for three years since graduation. The libraries of the college number about 19,000 volumes.—(Catalogue of 1873-74.)

There were 8 graduates at the commencement in 1874. The honorable degree of D. D. was conferred on 3 and that of LL. D. on Hon. Morrison Waite, Chief Justice of the United States.—(College Courant, July, 1874.)

MARIETTA COLLEGE, MARIETTA.

(Non-sectarian.) There are two departments, collegiate and preparatory. The degree of A. B. is conferred on graduates. There are 26,000 volumes in the various libraries. The laboratory has been recently enlarged, and each student is required to perform a large number of experiments.—(Catalogue, 1874-75.)

MT. UNION COLLEGE, MT. UNION.

(Methodist Episcopal.) Chartered in 1858, with full college and university powers. Some of the special features of this institution are the entire liberty afforded in the choice of studies; the prominence given to practical studies; several important special courses, as commercial, normal, music, and designing; its non-sectarian and non-partisan character, and the fact that ladies are admitted on the same terms as gentlemen to all classes and departments, and to all honors and privileges, including the office

of trustee and professor. The courses of study are classical, scientific, philosophical, commercial, normal, and preparatory.

The terms are so arranged as to give students the opportunity of teaching in the winter season.

Self-government, in conformity with published conditions, has been the leading feature in this institution.—(College catalogue for 1874-75.)

MUSKINGUM COLLEGE, NEW CONCORD.

(Non-sectarian.) This college is open to any person, male or female, of good moral character, who may be prepared for its classes. In the charges for tuition, discrimination seems to be made in favor of ladies, the rate for thirteen weeks being, for gentlemen, \$10; ladies, \$8. There are classical and scientific courses. Ladies are allowed to study French or German as equivalent to spherical trigonometry, surveying, and navigation, and conic sections in the scientific course.

The students generally board in clubs, and thus obtain room-rent and cooking for \$1 per week, making the expenses for board, fuel, and light about \$2 to \$2.40 per week.—(Catalogue 1874-75.)

OTTERBEIN UNIVERSITY, WESTERVILLE.

(United Brethren.) The university was founded in 1847. There are preparatory, classical, scientific, English, and ladies' courses. Special instruction is also given in the modern languages, instrumental and vocal music, drawing, and oil-painting. The ladies' course combines classical and scientific studies, and its graduates are entitled to the degree of mistress of arts.—(Catalogue 1872-73.)

The College Courant, of July 11, says the graduating class for 1873-74 numbered 16.

OBERLIN COLLEGE, OBERLIN.

The college embraces scientific, collegiate, theological, musical, ladies', and preparatory departments. The degrees conferred are A. B. and B. S. Diplomas are given to graduates of the ladies' and the theological departments.

Thorough and practical instruction is given in cultivation of the voice, piano-forte, organ, harmony, and choral singing.—(Catalogue 1872-73.) The College Courant for April and May, 1874, gives statistics of the attendance, &c., in 1874, as follows: Total attendance in the spring of 1874, 839, of whom 41 belonged to the theological department and 139 to the conservatory of music, 60 taking that course alone. Reports received from 500 of these 839 students indicate that 48 per cent. depend upon their own exertions for at least one-fourth of their expenses; 5,170 weeks during the winter of 1874 were spent by them in instruction, for which the sum of \$53,336 was received, or an average of \$11 per week for gentlemen and \$7 for ladies.

OHIO CENTRAL COLLEGE, IBERIA.

(United Presbyterian.) This college, while sustained by the United Presbyterian Church, admits students of any denomination; is open to both sexes, and has preparatory and collegiate departments, the latter embracing both classical and scientific courses.—(Catalogue, 1872-73.)

OHIO UNIVERSITY, ATHENS.

For both sexes, non-sectarian, embracing preparatory and collegiate departments and providing both classical and scientific courses.—(Catalogue, 1872-73.)

OHIO WESLEYAN UNIVERSITY, DELAWARE.

(Methodist Episcopal.) Includes collegiate, scientific, theological, and preparatory departments. The College Courant, October 31, 1874, says this university, under the temporary presidency of Dr. L. D. McCabe, has prospered well during the year past, and opens (1874-75) with about 310 students, many of them being new pupils.

RICHMOND COLLEGE, RICHMOND.

This college is located among the hills of Eastern Ohio, and is for both sexes. There are preparatory and collegiate departments, with classical and scientific courses; there are also commercial, normal, and musical courses, allowing large opportunity for selection.—(Catalogue, 1872-73.)

ST. XAVIER COLLEGE, CINCINNATI.

(Roman Catholic.) Established in 1831; includes collegiate, academic, preparatory, and commercial departments. In the collegiate department, 53; total attendance, 284.—(Catalogue 1873-74.)

WESTERN RESERVE COLLEGE, HUDSON,

Includes preparatory, collegiate, and commercial departments; admits young ladies to its preparatory department; is non-sectarian; but the pupils must attend religious exercises with the faculty on the Sabbath, unless specially permitted to attend elsewhere.—(Catalogue 1873-'74.)

WILBERFORCE UNIVERSITY, near XENIA.

(Methodist Episcopal.) Especially designed for the higher education of the colored race; embraces preparatory, classical, scientific, theological, and law departments, and is for both sexes; but their association in any form, without permission, is prohibited.—(Catalogue 1872-'73.)

Two classes of colored students in drawing are reported to the Bureau as existing here, some of whom evince decided talent.—(Note from teacher of drawing, Lenore Congdon.)

The College Courant, October 10, 1874, says Bishop Payne has resigned the presidency of this university.

WITTENBERG COLLEGE, near SPRINGFIELD.

(Evangelical Lutheran.) Departments: Preparatory, collegiate, and theological. Board can be obtained in college-clubs at the rate of \$1.50 to \$2.50 per week.—(Catalogue 1873-'74.) The College Courant, September 12, 1874, says the trustees have passed a resolution to remove the college, its future location to depend upon inducements offered.

UNIVERSITY OF CINCINNATI.

The academic department was opened in October, 1873, in the rooms of the Woodward High School, the course of study beginning where that of the high school ends. The announcement of the academic department of the university for the year 1874-'75 gives three courses of study: a classical and literary, mathematics and natural sciences, and civil engineering. Instruction is free to youth of either sex who are *bona-fide* residents of the city. The university will have no dormitories or boarding-halls.

The Massachusetts Teacher for August, 1874, says the contract for work on the new university building was let in June of that year.

The National Teacher, May, 1874, says the new observatory is to be maintained by the city in connection with this university for original investigations as well as for educational uses. Mr. John Kilgour, of Cincinnati, gave the site, with a liberal donation of money. The site is on Mt. Lookout, one of the highest points in Hamilton County.

UNIVERSITY OF WOOSTER, WOOSTER.

(Presbyterian.) Includes preparatory, collegiate, and medical departments. From the close of the sophomore year, the regular collegiate course of the university flows on in three divisions, each coincident with the other in most respects, but each also having its own characteristic, the first, in special attention to the ancient classics; the second, to mathematics; and the third, to the modern languages. The satisfactory completion of this course, through either division, commands the degree of A. B.—(Catalogue 1872-'73.)

XENIA COLLEGE, XENIA.

(Methodist Episcopal.) Organized in 1851. There are collegiate, primary, preparatory, and normal departments, and there is also a summer normal school. Originally intended for ladies only, it was subsequently thought best to admit gentlemen; and the experience of the last ten years shows that the change was a wise one.—(Catalogue 1872-'73.)

COLLEGES FOR WOMEN.

Reports have been received from 13 colleges and seminaries for the superior instruction of women, having a total of 146 professors and instructors, with 1,342 students. In regular studies there were 1,142 pupils; in partial courses, 191; post-graduates, 9; preparatory, 642. Six of these colleges are authorized to confer degrees; 11 have libraries of 600 to 2,300 volumes; 14 teach drawing, painting, vocal and instrumental music, and French; 13, German; 2, Spanish; and 5, Italian; 5 have museums of natural history; 13, chemical laboratories and philosophical apparatus; and 6, gymnasia.—(Reports to the United States Bureau of Education for 1874.)

Statistics of universities and colleges, 1874.

Names of universities and colleges.	Corps of instruction.		Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
				Preparatory.	Collegiate.	Value of grounds, build- ings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship-funds.	
Antioch College	9	5	60	39	\$80,000	\$103,000	\$9,888	\$3,724	\$0	\$0	a5,700	
Baldwin University	10	1	140	39	44,500	24,300	3,300	.....	.....	3,000	a1,200
Buchtel College	15	2	100	112	250,000	40,000	2,400	3,000	.....	20,000	a1,100
Capital University*	6	.....	.....	80	100,000	.....	.....	.....	.....	.....	3,000
Cincinnati University	5	.....	.....	55	.....	.....	29,424	239,174	.....	.....	.....
Denison University	11	1	106	62	90,000	190,000	11,400	2,760	0	10,500	a11,000	
Farmers' College of Hamil- ton County.	9	.....	45	14	20,000	67,000	4,000	.....	.....	.....	2,000
Franklin College*	8	1	c121	27	10,000	.....	.....	.....	.....	.....	3,000
Geneva College	5	.....	170	.....	10,000	.....	.....	3,000	.....	.....	d350
German Wallace College	6	0	69	42	43,703	37,000	3,566	82	0	24,930	a900	
Harlem Springs College .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Heidelberg College	9	6	104	71	40,000	50,000	5,000	1,089	0	60,000	d2,000	
Hiram College	9	2	199	26	25,000	30,000	3,000	3,000	.....	.....	a2,500
Kenyon College	8	33	13	53	160,000	100,000	7,000	700	0	.....	a19,000
McCorkle College	3	1	40	12	8,000	7,760	640	.....	.....	.....	76
Marietta College	11	.....	117	85	130,000	115,000	.....	.....	.....	38,000	a26,000
Mt. Saint Mary's of the West.	15	0	39	42	170,000	0	0	12,000	0	0	14,500	
Mt. Union College	23	3	492	317	.....	.....	.....	.....	.....	.....	3,768
Muskingum College	5	.....	42	44	22,000	.....	.....	1,653	.....	.....	a900
Oberlin College	20	.....	258	215	170,000	115,000	8,000	7,000	.....	.....	a12,000
Ohio Central College	5	0	112	33	15,000	.....	.....	.....	.....	0	a300
Ohio University	6	.....	69	36	50,000	70,000	4,262	2,448	.....	.....	7,500
Ohio Wesleyan University	12	.....	193	c150	177,000	234,000	15,000	500	.....	40,000	a14,100
One-Study University	4	0	.....	175	25,000	0	0	3,000	0	.....	d500
Otterbein University	9	3	150	75	75,000	50,000	4,500	3,500	0	0	a1,500	
Richmond College	4	.....	121	.....	25,000	.....	.....	1,270	.....	.....	200
St. Louis College .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
St. Xavier College	20	.....	114	155	150,000	.....	.....	11,000	0	.....	a19,000
University of Wooster	12	3	72	149	140,000	.....	.....	.....	0	.....	3,000
Urbana University	4	.....	14	9	15,000	25,000	5,000	1,000	.....	.....	5,000
Western Reserve College	10	4	58	65	90,000	207,000	13,193	420	.....	.....	a10,000
Wilberforce University	12	0	153	12	72,950	20,000	.....	2,141	0	2,300	4,000
Willoughby College	5	.....	120	24	75,000	.....	.....	.....	.....	.....	*3,000
Wilmington College	4	.....	.....	12	50,000	.....	.....	.....	.....	.....	502
Wittenberg College	13	2	49	78	75,000	125,000	12,000	3,500	0	.....	a7,000
Xenia College	5	.....	4*	122	25,000	.....	.....	2,500	.....	.....	d300

* From Report of Commissioner of Education for 1873.

a Includes society libraries.

b Receipts from all other sources.

c Students unclassified.

d Society libraries.

e Also 30 students unclassified.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Ohio Agricultural and Mechanical College is now, 1874-75, in its second collegiate year. The first year's work was done under great disadvantages, owing to the want of suitable buildings. But since the last report the college-edifice and the boarding-hall have been completed, the latter affording accommodation for 75 students. About \$25,000 have been expended in the outfit of the college thus far. The department of physics and mechanics is well equipped; ample provision has been made for the study of chemistry; in the department of surveying and engineering, a full set of the best instruments is provided; much useful material in the department of practical agriculture and botany has already been accumulated; a zoological laboratory and museum has been begun, and is already in a condition to render important service; the cabinets in geology and mineralogy contain a considerable amount of excellent material; and provision has been made for thorough instruction in free-hand and mechanical drawing. The plan of instruction combines the obligatory and elective systems. The student, upon entering college, takes up a fixed course of two years' length, at the end of which the various departments of the college are open to him. To those who have but little time to spend—

one or two years—the range of studies in the college is freely offered, ability to do the work being the only condition imposed. The college fund, as reported in January, 1875, amounted to \$528,029.32. The interest on this for the year will be \$32,069.

The report of the president of the college, Edward Orton, to the secretary of state, dated January 5, 1875, says: "There are now in attendance at the college 65 students, distributed through its different departments of instruction. Of those that have come from the farm a large proportion design to return to the farm; others are fitting themselves to be engineers, mechanics, or practical chemists, and others still are seeking a general scientific education, that can be turned to account in any department of life. It is for industrial life rather than for the learned professions that students trained here are, for the most part, preparing themselves."

THEOLOGY.

Lane Theological Seminary, Cincinnati, is a Presbyterian institution, having a three years' regular course of study. The expenses of students who need assistance are reduced by the aid of scholarship-funds to \$1 a week for board, the average for washing, fuel, and light amounting to about \$30 a year, while aid is also received from the board of education here as elsewhere.—(Annual catalogue, 1873-'74.)

Union Biblical Seminary, Dayton, is under the control of the United Brethren in Christ, and was opened in 1871. The full course of study occupies three years; tuition and room-rent are free; board, \$3.50 to \$4.50 per week.—(Catalogue of seminary, 1873.)

The German Evangelical Lutheran Seminary, in connection with Capital University, has, with a few exceptions, been in successful operation since 1830, and has prepared a large proportion of the ministers of the Lutheran Church in Ohio and adjoining States. The regular course requires two and a half years. The German and English languages are both taught, and both are used as vehicles of instruction.—(Catalogue of Capital University, 1872-'73.)

In the theological department of Wilberforce University the course is four years; the first and second years include, with the Greek and French languages, the study of the natural sciences, as tending to widen the theologian's field of vision and familiarize him with the general and particular laws of the universe. French is made one of the regular studies, in order that the students may be able to labor in Hayti.—(Catalogue of Wilberforce University, 1872-'73.)

LAW.

Ohio State and Union Law College was incorporated in 1856 with full university powers, and aims to give the student a thorough practical as well as theoretical legal education. The plan is, first, to give each student a systematic and available knowledge of every branch of legal science and practice, by means of critical, elaborate, daily recitations, and constant preparation of legal questions and motions for argument, lectures by the professors, &c.; and, secondly, to give each student the power of an easy, fluent, correct extemporaneous orator, we have not only lectures, but weekly debates, in which all are required to participate, to make them familiar with deliberative discussions and parliamentary proceedings and rules, and prepare them for any and every duty incident to their pursuits in life. All this, together with law arguments and trial of causes, it is claimed, gives the student here, in a regular course, more actual practice in all parts of the profession than lawyers generally have during the first ten years of professional life.—(Catalogue of Ohio State and Union Law College, 1872-'73.)

In the law department of Wilberforce University a course of two years is provided. Applicants for admission must possess a good English education. A knowledge of Latin is recommended. Instruction is given by means of text-books, lectures, and moot-courts.

MEDICINE.

Miami Medical College of Cincinnati is situated nearly opposite the Cincinnati hospital, and is owned by the faculty. The Cincinnati Hospital, one of the largest structures of the kind in America, is provided with an amphitheater capable of seating over five hundred persons, and here all important surgical operations are performed in the presence of the class, almost every disease being practically illustrated in the persons of the thousands of patients who are treated here annually. Students, 130; instructors, 11; years in course, 3.—(Catalogue of Miami Medical College, 1874-'75.)

The medical department of the University of Wooster, at Cleveland, is to have a separate college building for its exclusive use, provided by the generosity of its friends and alumni. Although heretofore embarrassed by the want of suitable accommodations, the prosperity of the school has been all its most sanguine friends could desire.

The aim of the faculty is to make this institution eminently a practical school of medicine, and thus all the didactic lectures on the several branches of the profession will be fully illustrated by models, diagrams, preparations, and apparatus. These lectures will further be arranged with especial reference to the clinical instruction

given in college clinic and hospital, so that the great practical truths of pathology can, by actual observation and clear exemplification, be indelibly impressed on the mind of the student.—(Catalogue of the Medical Department University of Wooster, 1873.)

The Medical College of Ohio, Cincinnati, was organized in 1819, had (1874) an attendance of 252 students, a faculty of 10, and a course of three years. The new college building, erected on the site of the old, is large, convenient, and commodiously arranged for medical instruction; the two grand amphitheatres, it is claimed, are not surpassed in size and acoustic properties in this country; the dispensary-hall is ample enough to seat 400 students, and is most suitably adapted to its purpose. The college sent out 94 graduates in 1873-'74.—(Catalogue of Medical College of Ohio, 1873.)

The medical department of Western Reserve College, Hudson, located at Cleveland, reports having made recent important additions to the educational advantages of the college, especially in the means of practical illustrations and appliances. The library, which is constantly increasing, contains several thousand volumes of rare and valuable works on medicine, surgery, and other collateral sciences, and is open free of charge to the class. The museum of natural history embraces a collection unsurpassed in variety and extent by any similar collection in the West, and the anatomical and pathological museum contains preparations, models, and drawings, the result of twenty-five years of industrious collection.—(Catalogue Western Reserve College, 1873-'74.)

Statistics of schools for scientific and professional instruction.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, build- ings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	
SCHOOLS OF SCIENCE.									
Ohio Agricultural and Mechanical College.	9	....	59	6	\$300,000	\$500,000	\$30,000	\$500	1,000
Scientific department of Denison University. ^a	.....	.....	.....	3	.....	.....	.....	.....	.....
Scientific department of Oberlin College. ^a	.....	.....	.....	4	.....	.....	.....	.....	.....
Toledo University of Arts and Trades.	1	....	89	.....	15,000	.....	.....	.....	.....
SCHOOLS OF THEOLOGY.									
German Methodist-Episcopal Sem- inary, (German Wallace College.)	5	0	12	3	.....	12,070	960	.....	.....
Heidelberg Theological Seminary	2	2	15	2½	.....	23,000	1,600	.....	2,700
Lane Theological Seminary	5	4	49	3	150,000	250,000	17,000	.....	12,000
Mt. St. Mary's of the West, (theo- logical department.)	7	0	34	3	.....	0	0	.....	.....
St. Mary's Theological Seminary	3	.....	28	5	75,000	.....	.....	.....	.....
Theological Seminary of St. Charles Borromeo.	8	.....	52	4-8	25,000	.....	.....	.....	4,600
Theological Seminary of the Evan- gelical Joint Synod of Ohio.*	6	0	30	3	80,000	.....	.....	.....	3,500
Theological department of Oberlin College.	10	....	40	3	70,000	40,000	3,200	.....	.....
Theological department of Witten- berg College.	2	2	16	2	.....	.....	.....	.....	2,000
Theological School of Wilberforce University.	5	0	8	5	.....	.....	.....	.....	.....
Union Biblical Seminary	3	1	19	3	10,000	25,000	65,000	.....	200
United Presbyterian Theological Seminary.	5	.....	29	3	.....	45,000	2,900	.....	3,500
SCHOOLS OF LAW.									
Law school of Cincinnati College	4	.....	66	2	.....	.....	.....	2,500	1,500
Law school of Wilberforce Univer- sity.	2	.....	1	2	.....	.....	.....	.....	.....
Ohio State and Union Law College.	8	.....	.....	.....	.....	.....	.....	.....	3,000

* From Report of Commissioner of Education for 1873.

^a Reported with classical department.

^b And other sources.

Statistics of schools, &c.—Concluded.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, build-ings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	
SCHOOLS OF MEDICINE.									
Cincinnati College of Medicine and Surgery.*	12	....	108	3	\$30,000	.....	.....	.....	500
Cleveland Medical College	15	....	70	2	100,000	.....	.....	\$3,500	2,000
Medical College of Ohio	10	....	252	3	.....	.....	.....	.....	5,000
Miami Medical College	11	....	130	3	35,000	.....	.....	.....	.....
Medical department of University of Wooster.*	12	....	90	2	40,000	.....	.....	.....	.....
Starling Medical College and Hos-pital.	9	....	138	2	200,000	.....	.....	.....	300
Eclectic Medical Institute*	7	....	143	.....	80,000	.....	.....	.....	.....
Homeopathic Hospital College	17	....	65	2, 3	50,000	.....	.....	.....	1,000
Ohio College of Dental Surgery	7	....	24	2	15,000	.....	.....	3,000	75
College of Pharmacy of Baldwin University.	3	....	4	1	.....	.....	.....	200	.....
Cincinnati College of Pharmacy*	3	....	153	2	c2,000	.....	.....	.....	100

* From Report of Commissioner of Education for 1873.

c Apparatus.

SPECIAL INSTRUCTION.

ART.

The school of drawing and design of the University of Cincinnati now occupies the most of the upper story of the Cincinnati College building, and, notwithstanding the enlargement of accommodations obtained by removal thence, they are already inadequate to the demands. In addition to the 323 pupils in the school who are instructed in separate sections for three days and three evenings of each week in drawing and design, there is a class of about fifty in wood-carving, among whom are many ladies heretofore unused to anything more practical than needle-work.—(Report of directors of the University of Cincinnati, 1874.)

The school of design in connection with the Mechanics' Institute, Cincinnati, says the *College Courier*, (August, 1874,) has since 1863 given instruction to 3,243 pupils in its mechanical, architectural, and artistic departments. The rates of tuition are \$3 a term; the number of pupils ranges from about 300 to 400 annually. About 120 were in the wood-carving department.

CHILDREN'S HOMES AND COUNTY INFIRMARIES.

Under the new school law of May 1, 1873, boards of education, when requested by the boards of trustees of Children's Homes or the directors of county infirmaries in the districts under their jurisdiction, are authorized and required to establish in such institutions a separate school, to afford the children therein, as far as practicable, the advantages of a common school education. These schools are to be under the management and control of the board of education of the district, and must be continued in session each year until the full share of the school funds of the district belonging to the children on the basis of enumeration shall be exhausted. The county commissioners are required to provide the necessary school-rooms, furniture, apparatus, and books, and the board of education to pay the salaries of teachers, who must possess the same qualifications and perform the same duties as are required of teachers in the common schools.

EDUCATIONAL ASSOCIATIONS.

SUPERINTENDENTS' ASSOCIATION.

The sixth annual session of this association was held at Put-in Bay, June 30, 1874. A paper on "Higher education," prepared by Mr. S. D. Barr, of Cleveland, was read, and

the subject was quite fully discussed by President Tappan, of Kenyon College, Superintendent De Wolf, of Toledo, Mr. Hancock, Mr. E. E. White, and others. President Tappan's definition of higher education as being not alone acquired knowledge, but also the development of the power to acquire, to use after acquirement, to retain in the mind, and to impart to others, was approved. Mr. Hancock had a word to say in favor of the co-education of the sexes; he could see no reason why there should be any difference in the education of the boy and the girl.

The relation of school officers to the cause of education was discussed by Hon. H. A. M. Henderson, State superintendent of public instruction of Kentucky. He enumerated some of the difficulties that various States have had to contend with in solving their educational problems, and expressed himself in favor of a National Bureau of Education as at present constituted, leaving the superintendent of each State to be the head of the system therein. He would have all school officers in hearty sympathy with each other, from the district trustee to the National Commissioner of Education, and education should be free as air, from the primary school up to the grand national university.

Superintendents present from various States responded heartily to the calls made upon them by the president of the association for remarks, the States of Kansas, Arkansas, Indiana, and Iowa being represented. It was voted, finally, by the convention, that the Ohio State Teachers' Association be requested to receive them into its organization, that association having previously provided for the organization of one or more sections, including a superintendents' section.

STATE TEACHERS' ASSOCIATION.

This association met July 1, the day subsequent to the adjournment of the Superintendents' Association, and at the same place. The request of that association to be received into and constitute a part of the Ohio State Teachers' Association was acceded to by a unanimous vote.

After the inaugural address by the president, Col. D. F. De Wolf, the duties of principals to their subordinate teachers were discussed by Miss Delia A. Lathrop, in a paper entitled "The undeveloped and uneducated power in our public schools." The paper was an earnest protest against the system of mechanical teaching, and a plea for the encouragement and recognition of originality among teachers, as tending to stimulate enthusiasm and ambition in their work. She said, "There is talent enough in our schools to bring about such educational results as have never yet been seen," concluding with a brief account of the method pursued at the Oswego training-school, which ten years ago originated an educational revival that has spread over the entire country. Mr. E. E. White, who opened the discussion on this paper, said he had observed throughout the State for a few years past a marked progress in the direction indicated, there being less mechanical supervision, less of this imposing of methods, and more effort to awaken in the teacher the true artist's spirit and power. Mr. Hancock, while agreeing in general with the views expressed, urged the need of a better preparation for the work of teaching. More normal schools, he said, are needed in Ohio. President Taylor, of Wooster University, and President Hinsdale, of Hiram College, pursued the subject, indorsing cordially the principles set forth in the paper.

Mr. Henderson addressed the convention on the "True and false in female education," demanding for woman a more practical education to fit her for her work and place in the home.

President Fairchild, of Oberlin, presented a paper, replete with wisdom and elegant in diction, on the qualifications of the true teacher, and Mr. Hancock followed with an essay on the high school question, which he characterized as the vital one of the time. He thought the extent of a State's effort in education should depend only on its ability; that, while a great and wealthy city can and should support a system of high schools with a curriculum of studies as extended as was that of most American colleges a few years since, and in addition a great, free university, smaller and less wealthy towns can go no further than the high school. He thought the most dangerous foes to our public school system are those who deny the right of the State to give more than rudimentary instruction. The display of power by Germany in her late war with France, he thought, was owing as much to the influence of her admirable system for higher education as to the general knowledge of the primary branches. There the gymnasium and the university are brought, so to speak, to every man's door. Earnest, energetic, crafty brains are at work in original investigation in every department of human knowledge.

The objection against public high schools, that but a small portion of our youth ever receive their full benefits, and thus the few are educated at the expense of the many, is far outweighed by the moral force exerted in lifting up the whole country to a higher plane of thinking and living by the mere existence of this opportunity to the poor of shaping themselves to nobler forms of manhood. "Besides," said the speaker, "an equal chance to all is but justice. We should remember, too, that the best society is constantly recruited from below—from the very gutters, often. Deep down in these lower strata lies most excellent material of manhood, tough, strong, and enduring.

These barefoot boys, accustomed to hard knocks, self-reliant, battle-waging, when their hearts have once been seized upon by the divine hunger for knowing, grow into giants, whose thoughts and words fill the whole earth."

In the discussion which followed this address, Mr. Holbrook mentioned the results of an estimate recently made by him as to the comparative cost of public and private education. In Ohio, he said, the cost of educating the pupils enrolled in public high schools seven months of the year, including building, repairing, and all other expenditures, was only 80 cents a week, a much lower figure than the same advantages could be obtained for in any private schools.

The session was an unusually profitable and interesting one, as well as a great success socially; so much so, that it was decided to hold the next meeting in the same place.

OHIO COLLEGE ASSOCIATION.

The session for 1873 of this association met at Westerville, President Eli T. Tappan, of Kenyon College, in the chair. Addresses were delivered and read on "The English universities," "Voluntary attendance," "Method of examination," and kindred subjects.

A resolution was offered by President Godman, of Baldwin University, recommending the creation of a board of examiners, with sole power to confer degrees, and that the practice of conferring honorary degrees be abandoned. The resolution was referred to a committee, with instructions to mature a plan in accordance with it and report at the next meeting.

HISTORICAL AND PHILOSOPHICAL SOCIETY OF OHIO.

The object of this society is the collection and preservation of everything relating to the history and antiquities of America, more especially of the State of Ohio, and the diffusion of knowledge concerning them. Since the war the society, which for a time became quite feeble, has been increasing, and now numbers 71 active members. An endowment-fund has been created, and a building-fund has been raised and is increasing, so that it is hoped there may be soon a permanent home for the library, which numbers, of bound volumes, 4,967; of those unbound and of pamphlets there are 15,856. The increase during the year has been 4,623 volumes and 12,500 pamphlets. All but three volumes have been given, and all are on American history.

OBITUARY RECORD.

WILLIAM B. CHAPMAN.

Dr. William B. Chapman, of Cincinnati, died in that city in October, 1874. Dr. Chapman was one of the most prominent pharmacutists of the profession, known not only to Cincinnati, but largely to the State and country. He was born in the year 1813, near Philadelphia. After receiving a liberal education he turned his attention to pharmacy, and graduated with distinction at the age of 21 in the Philadelphia College of Pharmacy, the oldest institution of the kind in the country. This was in the year 1834. The next year he removed to Cincinnati, where he remained. He was made an M. D. in 1839, at Ohio Medical College, and in 1854 was made president of the American Pharmaceutical Association, at the time of his death holding the chair of pharmacy in the Cincinnati College of Pharmacy.—(Toledo Commercial, October 15, 1874.)

LIST OF SCHOOL OFFICIALS IN OHIO.

Hon. CHARLES S. SMART,* *State commissioner of common schools, Columbus.*

STATE BOARD OF EXAMINERS.

Name.	Post-office.
Alston Ellis	Hamilton.
J. B. Peaslee	Cincinnati.
H. B. Furness	Tiffin.

CLERKS OF BOARDS OF EXAMINERS.

County.	Clerk.	Post-office.
Adams	Luther Thompson	West Union.
Allen	John A. Foye	Lima.
Ashland	T. J. Barton	Ashland.
Ashtabula	L. H. Means	Jefferson.
Athens	J. M. Goodspeed	Athens.

* Mr. C. S. Smart, superintendent of the public schools of Circleville, Ohio, who has been elected State commissioner of common schools, is a graduate of Ohio University, Athens. He formerly had charge of the schools of Jackson Court-House, but for several years past has had the supervision of the Circleville schools, where he has done an excellent work. Mr. Smart will succeed one of the ablest and most efficient State superintendents in the country, Hon. Thomas W. Harvey, who has been State commissioner since January, 1872.—(Hon. E. E. White in National Teacher, November, 1874.)

List of school-officials in Ohio—Concluded.

County.	Clerk.	Post-office.
Auglaize	C. W. Williamson	Wapakoneta.
Belmont	J. J. Beevus	St. Clairsville.
Brown	C. C. Blair	Georgetown.
Butler	Alston Ellis	Hamilton.
Carroll	W. H. Buchanan	Carrollton.
Champaign	S. B. Price	Urbana.
Clarke	John Rowe	Springfield.
Clermont	W. B. Applegate	Patavia.
Clinton	J. H. Grove	Wilmington.
Columbiana	J. M. Dickinson	New Lisbon.
Coshocton	J. M. Finley	Coshocton.
Crawford	A. Wickham	Bucyrus.
Cuyahoga	Lewis W. Ford	Cleveland.
Darke	J. K. Riffe	Greenville.
Defiance	B. W. Slagle	Defiance.
Delaware	J. S. Campbell	Delaware.
Erie	W. H. Rayl	Sandusky City.
Fairfield	George W. Welsh	Lancaster.
Fayette	Charles F. Dean	Washington Court House
Franklin	L. L. Pegg	Columbus.
Fulton	W. A. Williams	Ottokee.
Gallia	Walter Mitchell	Gallipolis.
Geauga	W. S. Hayden	Chardon.
Greene	George S. Ormsby	Xenia.
Guernsey	John McBurney	Cambridge.
Hamilton	A. B. Johnson	Cincinnati.
Hancock	John A. Pittsford	Findlay.
Hardin	Miss Beck Bain	Kenton.
Harrison	W. H. McCoy	Cadiz.
Henry	C. E. Reynolds	Napoleon.
Highland	H. S. Doggett	Hillsboro'.
Hocking	G. W. Brehm	Logan.
Holmes	E. J. Duer	Millersburg.
Huron	S. F. Newman	Norwalk.
Jackson	J. W. Longbow	Jackson.
Jefferson	J. Buchanan	Steuersville.
Knox	John M. Ewalt	Mt. Vernon.
Lake	John W. Tyler	Farmersville.
Lawrence	N. K. Moxley	Ironton.
Licking	John David Jones	Newark.
Logan	P. Dow	Bellefontaine.
Lorain	H. M. Parker	Elyria.
Lucas	A. A. McDonald	Toledo.
Madison	George E. Ross	London.
Mahoning	H. J. Clark	Canfield.
Marion	W. S. Eversole	Marion.
Medina	S. B. Woodward	Medina.
Meigs	H. B. Scott	Pomeroy.
Mercer	James G. Loughridge	Celina.
Miami	N. H. Albaugh	Troy.
Monroe	A. J. Pearson	Woodsfield.
Montgomery	William Smith	Dayton.
Morgan	P. Henry	McConnellsville.
Morrow	A. K. Dunn	Mt. Gilead.
Muskingum	H. A. Axline	Zanesville.
Noble	Joseph Stottler	Caldwell.
Ottawa	T. L. Magers	Port Clinton.
Paulding	A. Dinsey	Paulding.
Perry	A. F. Stinchcomb	New Lexington.
Pickaway	S. W. Courtwright	Circleville.
Pike	George W. Penniston	Waverly.
Portage	L. N. Wilcox	Ravenna.
Preble	Thomas A. Pollock	Eaton.
Putnam	A. T. Thomas	Ottawa.
Richland	Manuel May	Mansfield.
Ross	J. H. Poe	Chillicothe.
Sandusky	A. B. Putman	Fremont.
Scioto	H. W. Farnham	Portsmouth.
Seneca	B. F. Myers	Tiffin.
Shelby	A. B. Celo	Sidney.
Stark	Daniel Worley	Canton.
Summit	S. Findlay	Akron.
Trumbull	George P. Hunter	Warren.
Tuscarawas	J. G. Tahner	New Philadelphia.
Union	R. S. Woodburn	Marysville.
Van Wert	M. H. Tuttle	Van Wert.
Vinton	L. O. Perdue	McArthur.
Warren	J. Morrow	Lebanon.
Washington	John D. Phillips	Marietta.
Wayne	Samuel J. Kirkwood	Wooster.
Williams	W. V. Thomas	Bryan.
Wood	Robert Dunn	Bowling Green.
Wyandot	D. D. Hare	Upper Sandusky.

OREGON.

STATISTICAL SUMMARY.*

SCHOOL FUND.†

Received for lands sold, 1872-'74, 50,462.59 acres, (deeded).....	\$87,312 38
Received for lands sold, 1872-'74, 36,544.60 acres, (bonded).....	54,629 90
Total receipts for lands sold since 1872.....	141,942 28
Total amount of school fund on interest.....	504,216 46

RECEIPTS.

From State apportionment.....	31,589 37
From county apportionment.....	87,573 39
From district tax.....	47,243 04
From rate-bills and subscriptions.....	34,671 75
From unspecified sources.....	3,682 61
Total from all sources.....	204,760 16

EXPENDITURES.

Paid to teachers.....	157,102 90
For erection of school-houses.....	46,608 96
Incidental expenses.....	11,395 26
Balance on hand.....	16,089 46
Total.....	231,196 58

SCHOOL POPULATION AND ATTENDANCE.

Number of persons 4-20 years of age—males, 21,519; females, 19,379.....	40,898
Number enrolled in public schools—males, 11,138; females, 9,542.....	20,680
Average attendance—males, 7,871; females, 6,874.....	15,169
Number attending private schools.....	2,926
Number attending no school.....	10,711

TEACHERS AND THEIR PAY.

Number employed during the year.....	860
Average monthly salaries paid male teachers.....	\$45 92
Average monthly salaries paid female teachers.....	34 46

SCHOOLS.

Number of public schools.....	530
Number of districts having six months' school or more.....	288
Number of school-houses.....	555
Value of school-houses.....	\$255,086 44
Value of school libraries.....	334 03
Value of maps, charts, apparatus, &c.....	1,002 08
Total value of school property.....	332,764 34
Number of private schools of primary grade.....	43
Number of private schools of academic grade.....	21
Number of private schools of collegiate grade.....	6

ELEMENTARY INSTRUCTION.

CONDITION OF PUBLIC SCHOOLS.

The present condition of the public schools of the State, the superintendent remarks, (pp. 5 and 6,) is as prosperous as could reasonably be expected considering the many serious disadvantages under which they labor. Some of these disadvantages are stated to be a lack of wealth among the people, sparseness of the population, compelling a waste of school funds among small and weak schools and a mismanagement in the past of the State school fund. Even with these grave difficulties to contend against

* From the report of the superintendent of public instruction, Hon. Sylvester C. Simpson, 1874, and the report of the board of commissioners for sale of school lands, 1874.

† From report of board of school land commissioners, 1874.

the public schools have enjoyed considerable prosperity, and have made commendable progress during the past two years, the people having shown a disposition to do all in their power for the advancement of the educational interests of the State.—(Report of the superintendent of public instruction, 1874.)

From private sources it is learned that the public schools of the State opened at the fall term, 1874, with a larger attendance than usual, and a lively interest in school-matters was generally manifested.—(Correspondence with Rev. G. H. Atkinson.)

INACCURACY OF STATISTICS.

The preceding statistical statement, the superintendent remarks, (pp. 13 and 14 of report,) is neither full nor accurate, owing to the neglect or refusal of district clerks to furnish any further information than as regards the number of school children in their respective districts and the number of quarters of school taught, this being sufficient to secure to them their proportion of school money.

ENROLLMENT AND ATTENDANCE.

The figures giving average attendance and enrollment are regarded as falling far short of the truth, from the fact that many districts failed to report on those points. It is believed that the average attendance for each of the last two years was probably not far from 20,000 and the number enrolled for 1873 three or four thousand larger than reported.—(State report, p. 16.)

COST OF EDUCATION.

Owing to the many omissions and errors in the clerk's reports for the last two school-years, it is impossible to make any trustworthy deductions as to the cost of education *per capita*, but, according to the figures given, the cost of supporting the public schools for the year 1873-74 was, after deducting the amount remaining on hand at the close of the year, \$215,107.12, a *per capita* for the whole number of persons of school age in the State of \$5.26; the cost *per capita* for the number reported enrolled was \$10.40, and for average attendance, \$14.18. These estimates take no account of the amount expended for State and county supervision, and it is believed that if more accurate statistics were at hand the showing would be still more favorable for the State, while, as it is, she expends for educational purposes a greater amount *per capita* for persons of school-age than is done in certain 13 other States and Territories of the Union.—(State report, p. 20.)

ORGANIZATION OF STATE SCHOOL SYSTEM.

Superintendent Simpson, being the first incumbent of the office of superintendent of public instruction in the State, has found it necessary to spend much time and labor in organizing and unifying the different independent county systems existing into an orderly and compact State system.

Regulations for the general government of the public schools have been adopted, a board of examination organized, making the examination of teachers uniform throughout the counties, and establishing requirements for State and life diplomas and State certificates, and a uniform series of text-books prescribed, which latter has been generally adopted throughout the State, without the necessity of inflicting in a single instance the penalty prescribed by law.—(State report, pp. 3, 4, 33, 45, and 46.)

SCHOOL-HOUSES.

There are many excellent school-buildings in the State, and the number of them is steadily increasing. There is a growing disposition among the people to provide good school-houses and appliances, indicated by the fact that the sum of \$46,608.96 was expended in 1873-74, against \$4,352.45 the previous year, in the erection of school-houses. And yet in many of the districts the school-houses are inferior in construction and in provision for comfort to the barns of some of the farmers living near them; often they are built upon the most barren and unsightly spot in the neighborhood; and, moreover, no proper care is taken of them, but they are, on the contrary, allowed to be used for all kinds of public gatherings, and are frequently defaced by knife and pencil.—(State report, pp. 25 and 29.)

NEED FOR MORE FUNDS.

One of the most pressing needs of the school system is an increase of funds, that the schools may be kept open for a longer period each year. The present income from the regular school tax and from the interest of the common school fund is only about enough to maintain schools in all the districts three months in each year. And yet, considering the depressed financial condition of the State, the superintendent hesitates to advise an increase in taxation.—(State report, pp. 48, 49.)

IRREGULARITY OF ATTENDANCE.

The low average attendance is an evil greatly complained of. Many parents neglect to send their children to school, while others do so with great irregularity, detaining

them at home for trifling causes. Many of the county superintendents in their reports favor a compulsory law as a remedy for this evil, while others strongly oppose it. The superintendent thinks it will be time enough to enact such a law when the State shall be able to maintain schools in all the districts six months in the year.—(State report, pp. 49, 50.)

COUNTY SUPERINTENDENTS.

The county superintendents are required by law to visit the schools taught under their certificates at least once in six months, but very few of them have complied with the requirement. The reason given by some of them for this failure is that their pay is not sufficient to meet the necessary traveling expenses which would be incurred by such visits. And yet the good of the public schools imperatively requires that they should be visited by the county superintendents regularly and often; and the superintendent recommends it as a measure of economy that the salary of the office of county superintendent be made large enough to command the undivided attention of first-class men.—(State report, pp. 30-32.)

TEACHERS' WAGES.

It is said in the *National Normal* for May, 1874, that young girls and inexperienced teachers are employed in the smallest schools for \$60 a term (of three months) and board. Men are not expected to teach for less than \$100 per quarter, and this, too, for small schools and in summer. In larger districts and in winter schools the pay is from \$40 to \$60 per month, and sometimes reaches \$75.

If the former statement is correct, as probably it is for some interior districts, it still must be somewhat exceptional, as the average monthly salary paid female teachers is put down by the superintendent in his tables at \$34.45. The latter one, respecting male teachers, agrees pretty well with the average for such given by him, \$45.92.

BOARD OF SCHOOL LAND COMMISSIONERS.

This board is, by the State constitution, composed of the governor, the secretary of state, and the State treasurer, and is charged with the duty of selling the school and university lands, and of investing the funds arising therefrom.—(Message of governor, 1874, from *Daily Oregonian*.)

EDUCATIONAL FUNDS.

Common school fund.—The governor, in his message to the legislature, session of 1874, reports that, notwithstanding the hard times, a fair progress has been made during the last two years in the sale of school lands, and the fund arising therefrom increased from \$450,000 to the present amount of \$504,216.46. He states also that there has not been during the four years of his administration, to his knowledge, on the part of any public officer or employé, a default or the negligent use of any public money to the amount of one dollar.

University fund, (message of governor.)—The total grant of public lands to the State for the support of a university is 46,080 acres. Of this amount, 19,905.55 acres have been sold,* creating a fund of nearly \$100,000.

Agricultural college fund, (message of governor.)—This fund has just begun to accumulate, for the reason that it is but a short time since the lands belonging to it were approved at the General Land-Office. There have been 257.92 acres deeded and 430 acres bonded. The fund arising therefrom is \$1,844.80.

CITY SCHOOL SYSTEMS.

PORTLAND.

The school-work in this city during the last year, it is said, "can hardly be too highly commended. The school system has advanced during the year full 50 per cent. in efficiency of instruction and in the whole atmosphere of discipline, method, and scholarship. Indeed, taken in connection with the previous year, the changes in the schools amount to a revolution. This is due, in the first place, to the executive ability and judgment of the board of directors, and, secondly, to the zeal of a well-chosen and efficient corps of teachers, who are re-enforced at every turn by the system of supervision of grades. This supervision is carried on at an expense of \$900 a year, (being the half time of an instructor otherwise employed each day in the high schools,) and consists of weekly visits to every room, the careful adjustment of grade-work, and semi-annual examinations of every scholar. At the last examination 76 per cent. of all examined were promoted." The number of children of school age, 4 to 20 years, in the city, is reported as 2,974, of whom 1,203 are enrolled in the public schools, with an average attendance of 974. The number attending private schools is 573, making a total of 1,776 under instruction. Of the remaining 1,195 reported as "attending no school," it may safely be assumed

* Letter of Rev. G. H. Atkinson.

that a large proportion are either under 6 or over 16, ages which usually form the limit of school attendance. The public school buildings afford accommodation for many more than the number enrolled. The cost of tuition is \$18 per pupil on total enrollment.—(Report of City Superintendent T. L. Elliot, for 1874-75.)

TRAINING OF TEACHERS.

NORMAL DEPARTMENTS.

The only provision that appears to be made in this State for the professional education of teachers is that afforded by State and district institutes and normal departments in colleges. Two of the latter are reported in Pacific University and McMinnville College. The normal course in Pacific University (catalogue, pp. 15, 16) lasts two years. For admission to it the applicant must possess a good knowledge of practical and mental arithmetic, penmanship, reading and spelling, English grammar, geography, history of the United States, and elementary algebra to equations of the second degree. The length of normal course in McMinnville College is not stated in the catalogue (1872-73, p. 17,) but a thorough drill is afforded in all the common English branches and in the theory and practice of teaching.

TEACHERS' INSTITUTES.

During the year 1873 a State teachers' institute was held at the capital; also four district institutes throughout the State. No institutes were held in 1874. One was appointed early in the year, but it was a failure, owing to the political excitement existing in the State. The superintendent finds great difficulty in inducing teachers to attend the institutes, from the fact that time so spent is deducted from their salary. He thinks that attendance on their part should be compulsory, while no deduction of pay should be made for time thus spent.—(Report of State superintendent, pp. 50, 51.)

SECONDARY INSTRUCTION.

HIGH SCHOOL, PORTLAND.

This school, "under most faithful care, exhibits improvement in all its branches, and feels the stimulus from the roots which supply it, viz, the grammar schools. At the end of the present term (1875) the first graduating class will take their diplomas. Between 30 and 40 of the pupils study German, and are making marked progress." The superintendent expresses the opinion that "the standard of admission should be gradually raised and the work of the three years closely defined." The number of pupils enrolled is 105; boys, 37; girls, 38; average attendance, 98.—(Report of T. L. Elliot, city and county superintendent, for 1874, p. 6.)

A teacher writing in the Willamette Farmer, December 7, 1874, says of this school: "All the higher English branches, Latin, Greek, French, and German are taught. This course of instruction covers a period of three years, and, when finished, pupils receive appropriate diplomas, which will enable them to enter the highest college in the country."

"In each of the departments, grammar, intermediate, and primary, there are two grades, six in all. Pupils pass through the six grades in six years and enter the high school the seventh year."

OTHER HIGH SCHOOLS.

There are 12 schools in the State of "advanced grade," by which is meant those in which the pupils are pursuing those branches not required in a county teacher's certificate. There are, however, in those classed as schools of "ordinary grade" quite a number, in the different counties, in which there are some pupils pursuing advanced studies. Lacking positive information on the subject, the State superintendent estimates that there are at least 100 such schools in the State.—(State report, 1874, p. 21.)

ACADEMIES AND SEMINARIES.

Three institutions of the above class report their statistics for 1874 to the Bureau of Education—St. Michael's College, Portland; Umpqua Academy, Wilbur; and Portland Academy and Female Seminary, Portland, the former being exclusively for boys, the last two for both sexes. In all there was an attendance of 330 pupils, 223 of whom were in English studies, 65 in classical, and 26 in modern languages; vocal and instrumental music were taught in all and drawing in two; all had philosophical apparatus; 2, chemical laboratories, and all libraries, 2 with 200 volumes each and 1 with 250.

The State superintendent of public instruction gives statistics of four private and denominational schools for secondary instruction which reported to him in 1874. Among these, 1 reporting directly to this Office is included, viz, Portland Academy and Female Seminary, (State report, p. 114,) Methodist Episcopal; property valued at \$20,000; a course of study extending from primary branches to the sophomore year of college; 9 graduates for 1873-74, and a total, since commencement, of 56. The other two schools mentioned by the State superintendent are St. Mary's Academy for Young Ladies, (p. 115,) Roman Catholic, embracing, with the elementary, a course of instruction in the sciences, modern languages, music, painting, &c.; and Bishop Scott Gram-

mar and Divinity School, Portland, (pp. 102, 103,) Protestant Episcopal, with a course of study extending to the third year of a university course. No mention is made of a theological course connected with this institution. It has, therefore, been classed with secondary schools. It is controlled by the bishop of the Protestant-Episcopal Church in Oregon as a body-corporate. Its philosophical and chemical apparatus are unsurpassed in the State, the geological cabinet is superior and the library of 1,500 volumes well selected.

The Independent German School, Portland, (p. 109,) founded and incorporated in 1870 by a number of German citizens; value of buildings, \$2,000, grounds, \$5,000, apparatus, &c., \$750; pupils in 1873-'74, 70; both English and German are taught; also algebra, geometry, trigonometry, book-keeping, composition, rhetoric, physiology, natural philosophy, &c.; tuition, \$2 a month.

Circulars of inquiry were sent by the superintendent to three other secondary schools, from which no replies were received. The number of such schools existing in the State is given in the superintendent's statistical summary as 21.

UMPQUA ACADEMY.

A letter from E. D. Curtis, principal of Umpqua Academy, Wilbur, gives the following in respect to the institution under his charge: It is under the control of the Annual Conference of the Methodist Episcopal Church of Oregon; is intended to serve as a preparatory institution to Willamette University. The course embraces three years of Latin, and graduates are qualified to enter the freshman class of any college.

BUSINESS INSTRUCTION.

The commercial department of Willamette University, Salem, reports 64 students—48 gentlemen and 16 ladies—and 1 instructor. The course of study lasts one year.

SUPERIOR INSTRUCTION.

THE STATE UNIVERSITY, EUGENE CITY,

Not yet in operation, was founded by the legislature in 1872. The building, when completed, will be worth \$75,000. About \$25,000 has still to be raised by the county for the building, in order to entitle the regents to the use of the \$60,000 fund already accumulated.—(Report of State superintendent, 1874, p. 118.)

WILLAMETTE UNIVERSITY

Has two regular collegiate courses of study, a preparatory course and a medical department; confers the degrees of A. B., B. S., and M. D. From the first organization of the university, in 1853, ladies have been admitted to equal privileges with gentlemen. Number of pupils reported for 1873-'74 is 322; graduate in classical department, 1; in scientific department, 6; in medical department, 3—total, 10. Since its organization the university has graduated 32 gentlemen and 4 ladies with the degree of B. A.; 28 gentlemen and 58 ladies with the degree of B. S.—total, 122—and 51 have received the degree of M. D. The endowment fund is about \$38,000, and the college building and grounds are valued at \$120,000.—(Report of State superintendent, pp. 119-121.)

CHRISTIAN COLLEGE, MONMOUTH,

Though under the control of the Christian Brotherhood, is neither sectarian nor partisan in its organization or work. The number of pupils reported is 180; number of faculty, 9. The courses of study, which are open to both ladies and gentlemen, are classical and scientific. There are also a preparatory department and a department of music. The degrees conferred are A. B., B. S., and A. M.—(State report, p. 103.)

M'MINNVILLE COLLEGE

Is under the control of the Baptists. It has a regular college course; also a normal and a preparatory department. Ladies are admitted to all the courses, and the usual college degrees are conferred upon graduates of both sexes.—(Catalogue, 1872-'73.)

PACIFIC UNIVERSITY, FOREST GROVE;

Is undenominational. The courses of study are classical, scientific, ladies', and normal. Tualatin Academy is the preparatory department of the university. The number of students in 1873-'74 was 123, of whom 97 were in the academic department and 26 in the collegiate. Number of graduates in 1874, 6; number of graduates since organization, 29. Confers degrees of A. B., B. S., and M. S.—(Catalogue, 1873-'74.)

PHILOMATH COLLEGE,

Under the control of the United Brethren, offers three courses of study, classical, scientific, and ladies'; has also a preparatory and a commercial department. Reports, for 1873-'74, 110 students in all departments. Confers degrees of A. B., B. S., and M. A.—(Catalogue, 1873-'74, p. 12.)

SUPERIOR INSTRUCTION OF WOMEN.

One institution exclusively for the superior instruction of women, St. Helen's Hall, Portland, (Protestant Episcopal,) reports an attendance of 130 students, with 9 instructors. St. Helen's does not confer academic degrees, and there appears no indication as

to whether classical studies are pursued or not. Vocal and instrumental music, drawing, painting, French, and German are taught; the institution has a library of 400 volumes and a natural history museum.—(Report to United States Bureau of Education, 1874.)

Statistics of universities and colleges, 1874.

Names of universities and colleges.	Corps of instruction.	Number of students.		Property, income, &c.						Number of volumes in library.
		Endowed professorships.		Value of grounds, build- ings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship-funds.	
Preparatory.	Collegiate.									
Christian College.....	5	1	65	\$30,000	\$20,000	\$1,600	\$2,300	\$0	\$20,000	200
Corvallis College.....	6	152	7	7,000			1,500	5,000		
McMinnville College.....	4	193	6	5,000					25,000	75
Oregon State Univ'y ^b										
Pacific University.....	1	97	6	10,000	65,000	6,500	2,400			5,000
Philomath College.....	5	1	39	15,550	16,000	1,600	927	0	0	130
Wilbur College.....										
Willamette University.....	8	282	64	121,000	32,000	3,600	5,001	0	20,000	2,500

^a Students unclassified.

^b Building not completed and classes not yet organized.

^c Includes society libraries.

PROFESSIONAL INSTRUCTION.

AGRICULTURAL.

Corvallis State Agricultural College was founded by the Methodist Church in 1863, and is still under that control, although receiving annually from the State \$5,000. The value of buildings, lot, and farm is \$10,000; endowment, 90,000 acres of agricultural college land; course of study "about the same as that of other agricultural colleges," including instruction in military science. Degrees conferred are A. M., A. B., B. S.; 13 have graduated since organization.—(Report of State superintendent public instruction, 1874, pp. 186, 107.)

MEDICAL.

A medical department has been in successful operation in connection with Willamette University since 1860. In curriculum, organization of faculty, requisites for graduation, &c., it fully conforms to the requirements of the American Medical Association. Graduates in 1874, 3; total, 51.

Statistics of schools for scientific and professional instruction.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, build- ings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	
SCHOOLS OF SCIENCE.									
Corvallis State Agricultural College	3		a55	6	\$6,000			\$5,000	
Scientific department of Willamette University c.....				4					
SCHOOL OF MEDICINE.									
Medical department of Willamette University	7	....	14	3				1,050	

^a Also 50 preparatory students.

^b From State appropriation.

^c Reported with classical department.

SPECIAL INSTRUCTION.

SCHOOL FOR DEAF MUTES.

The legislature of 1870 granted an appropriation of \$2,000 a year for two years, for the support of a school for the education of deaf mutes. Its success and the urgent need for its continuance obtained from the legislature of 1873 a further appropriation of \$4,500. Its location has been changed to one more commodious, and the school opened in the fall of 1874 with about 22 pupils and the assurance of an addition of 10 more when the hurry of fall work should be over.—(Report of superintendent of schools, 1874.)

The legislature of 1874 granted \$5,000 a year for the support of this institution.—(Letter of Rev. G. H. Atkinson, November 2, 1874.)

SCHOOL FOR THE BLIND.

An appropriation of \$4,000 was made by the legislature of 1873 for a school for the education of the blind. About 7 pupils were in attendance, whose progress was remarkably good.—(Report of superintendent of schools, 1874.)

The legislature of 1874 made an appropriation of \$2,000 a year for the support of the school.—(Letter of Rev. G. H. Atkinson, November 2, 1874.)

LIST OF SCHOOL OFFICIALS IN OREGON.

Hon. L. L. ROWLAND, *State superintendent of public instruction, Salem.*

STATE BOARD OF EDUCATION.

Name.	Post-office.
His excellency L. F. Grover, governor.....	Salem.
Hon. S. F. Chadwick, secretary of state	Salem.
Hon. L. L. Rowland, State superintendent of public instruction.....	Salem.

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Baker.....	W. F. Payton	Baker City.
Benton.....	E. A. Milner	Corvallis.
Clackamas.....	W. W. Moreland	Oregon City.
Clatsop.....	J. W. Gearhart	Astoria.
Columbia.....	J. E. Galbreath	St. Helen.
Coos.....	J. H. Schroeder	Empire City.
Curry.....	J. G. Merriman	Ellensburg.
Douglas.....	H. P. Watkins	Roseburg.
Grant.....	W. H. Kelly.....	Canyon City.
Jackson.....	H. C. Fleming.....	Jacksonville.
Josephine.....	B. F. Sloan	Kirby.
Lake.....	W. R. Jones	Linkville.
Lane.....	R. G. Callison	Eugene City.
Linn.....	J. K. Weatherford.....	Albany.
Marion.....	H. P. Crooke	Salem.
Multnomah.....	T. L. Eliot	Portland.
Polk.....	J. C. Grubbs.....	Dallas.
Tillamook.....	J. S. Tripp	Tillamook.
Umatilla.....	L. H. Lee	Pendleton.
Union.....	S. S. Mitchell	Union.
Wasco.....	John Darrah	Dalles City.
Washington.....	D. M. C. Gault.....	Hillsboro'.
Yamhill.....	J. H. Carse	Lafayette.

PENNSYLVANIA.

STATISTICAL SUMMARY.*

RECEIPTS.

From State appropriations for year ended June, 1874	\$760,000 00
Amount of tax levied in districts.....	5,787,833 95
Increase in 1874.....	243,848 72
Amount received from collectors, including State appropriations.....	7,284,758 94
Increase in 1874.....	165,039 62

AVERAGE RATE OF TAXATION.

Average number of mills on the dollar for school tax, 1874	7.55
Increase for the year .....	.05
Average number of mills on the dollar for building tax.....	5.02
Increase for the year .....	.72

EXPENDITURES.

Cost of tuition in 1874	\$4,527,308 03
Increase for the year	201,510 56
Cost of fuel and contingencies in 1874	2,050,106 98
Decrease for the year	105,403 60
Cost for building, purchasing, repairing, &c.....	2,160,514 87
Increase for the year	406,702 51
Salaries of superintendents	75,986 00
Increase	500 00
Total expenditures for public schools.....	8,847,939 88

Adding to this the amount expended for orphan schools, \$450,879.49, and that for normal schools, \$110,000, there is a grand aggregate of \$9,408,819.37 expended under direction of the school department of the State.

ATTENDANCE.

Number of pupils registered	850,774
Increase for the year	16,754
Average attendance	543,026
Increase	
Estimated number of children of school age not in school.....	31,008

TEACHERS AND THEIR PAY.

Number of teachers.....	19,327
Increase for the year	238
Number of male teachers employed.....	6,709
Number of female teachers employed.....	9,295
Average age of teachers.....	25
Number of teachers without experience.....	3,316
Number who graduated at a State normal school	287
Number who attended a State normal school	2,274
Number of applicants for certificates rejected	2,571
Number receiving professional certificates.....	1,571
Number receiving provisional certificates	14,351
Average monthly salary of male teachers	\$42.95
Average monthly salary of female teachers.....	35.87

SCHOOLS AND SCHOOL DISTRICTS.

Whole number of schools in 1874	16,641
Increase in 1874.....	336
Number of graded schools.....	5,586
Average length of school term in months	6.73
Number of school districts in the State	2,071
Value of school property.....	\$22,569,688

SCHOOL OFFICERS.

Number of school directors.....	13,750
Number of superintendents	86

* From report of Hon. J. P. Wickersham, State superintendent of public instruction, for the year ended June 1, 1874.

PRIVATE SCHOOLS.

Number of pupils attending private schools	26,332
Number of teachers employed in these.....	948
Number of private ungraded schools.....	324
Number of academies or seminaries.....	193

ELEMENTARY INSTRUCTION.

ORIGIN OF COMMON SCHOOLS.

The growth of the common school system here is historic, and dates back as far as 1652, to the frame of government devised by William Penn, and written in England, which contained the following: "The governor and provincial council shall erect and order all public schools, and reward the authors of useful sciences and laudable inventions in said provinces." Though this may not have contemplated a system of schools open and free to all, it was the foundation of the articles concerning education in the constitutions of 1776, 1790, and 1838. These laws, however, were not passed without many preliminary efforts to secure them, on the part of educators and others interested. Petitions were sent to the legislature, reports were prepared by the chairmen of the educational committees of both houses, public meetings were held and resolutions passed in favor of such enactment, which were supported by a number of newspapers. When, in 1818, a public school system went into operation in the city of Philadelphia, it at once became popular, and a society was organized by leading citizens, mostly Philadelphians, for the purpose of promoting the establishment of public schools, which held frequent meetings, carried on active correspondence, and distributed documents. Governor Wolf, too, recommended in more than one of his messages the establishment of a general system of education by common schools. These and like efforts culminated, in 1834, in the passage of the first common school law of the State. Opposition to its provisions was soon aroused in consequence of its unnecessary machinery and other faults, and an attempt was made to repeal it and return to the old pauper system, an attempt which had succeeded in the legislative session of 1834-'35, but for the great effort made in defense of it by Hon. Thaddeus Stevens, then a member of the legislature. In 1835-'36 a new school-law, more complete in its provisions and more easily understood than the old, was perfected and passed, not without a fierce contest in both houses. This was known as the school law of 1836, and was not very materially changed till the adoption of the county superintendency, in 1854.—(Pennsylvania School Journal, edited by State superintendent, June, 1874, p. 374.)

SCHOOL-HOUSES, SCHOOLS, AND TEACHERS.

There are in the State 12,320 school-houses. The grounds of 6,329 are of sufficient size, that is, containing in country districts at least half an acre and in towns space enough to allow the pupils free exercise in the open air. Only 1,127 are suitably improved, that is, neatly fenced, free from rubbish of any kind, planted with shade-trees, and properly prepared as a place for the plays of children. Surely a reform is needed here. Five hundred and fifty-four new school-houses were built during the year, but 1,704 still remain "unfit for use," 5,581 of the school-houses are "badly ventilated," and "4,681 of them have no suitable privy."*

"A first-class school-house" is one pleasantly located, well constructed, large, with portico at front or sides, convenient places for baskets and clothing, a case for books and apparatus, ceiling at least twelve feet high, not less than one hundred square feet of blackboard surface, well lighted, heated, and ventilated, and neatly furnished with seats adapted to the size of the pupils. Of such school-houses there are 1,968; 6,016 have suitable furniture, and 2,666 have seats and desks so badly constructed as to compel children to violate the laws of health in using them; 1,683 are well supplied with apparatus; the majority have some apparatus, but 5,195 have no apparatus worth mentioning. Text-books are uniform in 12,154 schools, the Bible is read in 12,129, drawing is taught in 1,860, vocal music in 3,066, and one or more of the higher branches in 1,584.

Pennsylvania was once quite thickly peopled with red-men. A mere handful now remain, located at Cornplanter Village, in the county of Warren. They have a school-house, and the State pays the teacher \$300 a year. The money is expended by the hands of the county superintendent.

There are in the State 73 separate schools for colored children, with an attendance of about 2,500 pupils.—(State report, p. 10.)

* In the editorial columns of his School Journal, for October, 1874, Mr. Wickersham notes that, on a journey made last summer, he was painfully impressed with the slight care that seemed to be generally taken of the school-houses during vacation. "The fences around many of the grounds were tumbling down, the gates were loose, the shutters and sometimes the doors were unhinged, the windows quite frequently were broken, and, upon looking inside of several, the furniture was disarranged and broken too." There were notable exceptions, but the majority appeared neglected, and many were suffering abuse or falling into decay for want of attention.

EDUCATIONAL PROGRESS.*

The magnitude of the work done in the way of building school-houses within the last eight years can be estimated by the amount of money expended for that purpose. This amount is \$18,640,147.37, and if we add to this the sum that has probably been expended during the present year, we will have in round numbers \$21,000,000 as the cost of school-houses during the time the present administration has continued in office. This sum is several times larger than the whole expenditure for the same purpose during the thirty preceding years of the existence of our common school system. When it is remembered also that the people take their money out of their own pockets and use it at their own discretion for building school-houses, the fact indicates with telling emphasis the extent of the increased interest in public education.

The State appropriation to common schools in 1866 was \$355,000; in 1873 it was \$760,000; and the constitutional convention did no more than meet the demands of the people when it fixed the minimum amount to be appropriated annually to common schools at \$1,000,000, while even five years ago such an appropriation would have been met with unmistakable marks of popular disapproval.

The amount of money drawn directly from the State treasury, and paid out for school purposes by the present administration, including the amount for the current year, reaches the sum of \$5,121,489. The amount expended during the same time by the school directors throughout the State, whose accounts are examined at the school department, including estimated amount for the current year, is \$46,517,460. If to these sums be added the amount paid directly to the orphan schools, the aggregate will be \$53,467,205.

School term lengthened.—The average length of the school term in 1866, not including Philadelphia, was 5.75 months; the past year it was 6.33 months, or, including Philadelphia, 6.70 months.

Graded schools.—There are now 5,536 graded schools, more than thrice the number in operation in 1866; and to those who are acquainted with the obstacles that stand in the way of the full development of a common school system, who know what a graded school means, no fact could tell the story of the work done and the progress made during the last eight years more fairly or more strongly than the one here stated.

Teachers' institutes.—Attendance at the annual teachers' institutes is a fair measure of professional interest. In 1865 the attendance was 2,755; during the last seven years the average attendance has been over 11,000. In the year 1874 it was 13,970. The improvement has extended to the quality of the work done, as well as to the numbers in attendance. In addition to the teachers in attendance at the institutes, 1,772 directors attended last year, and probably 100,000 citizens.

Normal schools.—Four State normal schools have been completely organized and put in operation since 1866, and buildings for two others are rapidly approaching completion. The number of students attending them the past year was 2,915. The whole system has been greatly improved, and it enjoys in good degree the confidence of the public. The legislature seems willing to grant appropriations for the several schools as needed. Large numbers have gone out from the normal schools to engage in the work of teaching, and they are gradually elevating the whole work of public instruction.

Education not compulsory.—No compulsory measure has ever been used to force the people of Pennsylvania to adopt the common school system. Its acceptance was a voluntary matter with each district, and up to 1863 there were but twenty-four districts, in eleven different counties, with some five thousand children of school age, which had refused to put free schools in operation. In that year measures were taken and vigorously pressed from year to year to induce these districts to accept the free school system of their own accord, the result being that within the past year the only remaining district opened free schools.

County superintendency.—In its earlier years the county superintendency was weighed down by incompetent men, who succeeded in securing an election to the office. This is still its greatest weakness; but in 1867 it was enacted that no one could be eligible to the office of county superintendent unless he possessed certain qualifications, a measure that has proved most salutary in keeping out of the office many unworthy persons. To these officers the State is much indebted for the progress made in school affairs within the last few years.

City superintendency.—In 1867 the State had no organized general system of supervision for its cities and large towns. Twenty-one of these have now the superintendency in operation under the law of 1867, and the value of the office, where in force, to the cause of public education cannot be estimated. It has given vitality, system, efficiency, to the work.

Teachers and their salaries.—The standard of qualification for teachers is continually advancing, and higher qualifications have brought with them increased compensation.

Directors.—Many of the most intelligent citizens of the Commonwealth are serving

* State report, pp. 23-32.

on boards of school directors. By the increased determination they have everywhere shown to secure better school-houses, better-qualified teachers, more graded schools, and longer school terms, and by their more frequent visits to the schools under their charge, their increased attendance at institutes, and their more careful attention to the district finances, the school directors of the State have merited a fair share of the credit due for the progress made in school affairs within the last few years.

WOMEN AS SCHOOL DIRECTORS.

The Pennsylvania School Journal, in its issue for April, 1874, states that, under the clause of the new constitution making women eligible to school offices, two were elected school directors in Philadelphia, six or eight in Delaware County, and about as many in Chester County. Among the latter was a sister of the State superintendent of instruction. Here and there a lady was chosen in other parts of the State; enough, perhaps, to test the expediency of the new provision.

GROWTH IN TEN YEARS.

The superintendent presents, on page 8 of his report, a statement showing the educational growth of the State during the last ten years:

Year.	Graded schools.	Superintendents.	Average salary of male teachers, per month.	Average salary of female teachers, per month.	Cost of tuition.	School-houses.	Total cost, including expenses of all kinds.	Number of teachers who attended county institutes.
1865.....	1,743	65	\$31 82	\$24 21	\$2,515,528 63	\$465,088 08	\$3,614,238 55	2,755
1866.....	2,800	66	34 34	26 31	2,748,795 08	725,000 00	4,195,258 57	3,704
1867.....	3,225	68	35 87	27 51	3,023,065 70	1,262,798 68	5,160,750 17	3,944
1868.....	3,362	73	37 28	28 76	3,273,269 43	1,991,152 55	6,200,539 96	10,268
1869.....	3,425	76	39 00	30 52	3,500,704 26	2,455,847 71	6,986,148 92	11,381
1870.....	3,872	79	40 66	32 39	3,745,415 81	2,765,644 34	7,791,761 20	11,210
1871.....	4,634	81	41 04	32 86	3,926,529 88	3,386,263 51	8,580,918 33	11,890
1872.....	4,998	85	41 71	34 60	4,104,273 53	3,864,113 35	8,345,072 78	11,625
1873.....	5,307	86	42 69	34 92	4,325,797 47	1,753,812 36	8,345,836 41	12,302
1874.....	5,586	86	42 95	35 87	4,527,308 03	2,160,514 87	8,847,939 88	13,970

A REVISED COURSE OF STUDY.

The belief is expressed (pp. 21-35 of the report) that there is much contained in the text-books in use, on arithmetic, geography, and grammar, that might be omitted from the common school course without serious loss, and that thus room would be made for the introduction of new studies, better adapted to the taste and capacity of children and more calculated to make them useful members of society.

One-half, perhaps two-thirds, of all the pupil's time at school is occupied with arithmetic. The elements of arithmetic, adding, subtracting, multiplying, and dividing whole numbers and fractions, are about all in this branch a child ought to be allowed to study before the age of 12 or 14. Many toilsome weeks and months are spent on the detailed geography of Asia, Africa, and other distant regions, with little profit, either in the way of knowledge or discipline. In grammar the pupil is expected to master dry abstractions and perplexing formulas. He learns to decline pronouns, conjugate verbs, to parse sentences, to correct examples of false syntax by rule; but ordinarily little time is allowed him for practice in writing and speaking. The custom is to cram him with the principles and forms of grammar, whether his mind is sufficiently mature to comprehend them or not. No adequate estimate can be made of the years thus wasted by the children of the State. Practical lessons in language, exercises in writing and speaking, should be diligently given in all the schools; but the study of the science of grammar should be postponed until the minds of the learners have acquired sufficient discipline and been stored with sufficient preliminary knowledge to enable them to understand it. Reading, spelling, and writing, it is believed, must continue to occupy their present place in the work of instruction. In connection with them, there should be taught vocal music and drawing. Omitting all from arithmetic that is practically unimportant and making the course in it very gradual, at least one-half of the time now spent in this branch can be saved. Elementary geography should be taught in the form of object-lessons, after which a single book, with accompanying maps, would contain all the geographical matter needed in an ungraded common school. Full practical exercises in words, sentences, and linguistic forms should take the place of the dry grammatical abstractions that young children now waste so much time in trying, without success, to understand. By changes like these there would be a saving for the pupil of a large amount of time, which may be filled

up: (1) By lessons in natural science, including the study of animals, insects, flowers, minerals, and all striking natural phenomena. (2) By lessons on our political institutions. The children in the public schools are learning little concerning the nature and history of our form of government. No other nation in the world is so greatly dependent as ours upon the political knowledge possessed by its citizens, and yet probably no other, claiming to be equally enlightened, does so little directly to impart to them such instruction. (3) By lessons in manners and morals. Besides the good example of the teacher and the incidental teachings of the school-room, there ought to be recited by the pupils regular moral lessons. Such lessons may be given on the family, and the moral relations of its members, father, mother, brother, sister, servant; on the school, and the moral relations of directors, teachers, pupils; on society, and the moral relations growing out of it; on the State and its citizens; on the duties to ourselves, to our fellow-men, to nature, and to God.

ELEMENTARY INDUSTRIAL TRAINING.

An act looking towards the establishment of an institution to be called the Mechanics' High School of Pennsylvania was passed during the session of the legislature of 1872, and \$3,000 were appropriated to pay preliminary expenses. The gentlemen designated as trustees came to the conclusion that it was inexpedient to attempt to carry into effect, literally, the purposes of the act. But realizing the importance of paying increased attention to industrial education and knowing the popular demand therefor, they agreed to recommend to the legislature: (1) That drawing be taught in all the public schools of the State; (2) that all public high schools connecting with their other courses of instruction a course in the branches usually taught in technical schools shall receive a special appropriation from a fund provided by State authority; (3) that State aid be given to certain colleges, suitably prepared for the purpose, to enable them to improve their facilities for imparting a technical and scientific education of the highest order.

Although these measures, for some reason, failed, they are again recommended by the superintendent, and he urges favorable legislative action with respect to those which affect the interests of public schools.

The time has come, it is believed, when instruction in drawing should be required in all the public schools in the State. There are a number of towns and one or more counties in the State where drawing is taught in every school, and there appear to be no serious obstacles in the way of introducing the study into them all. As special reasons rendering such a course of instruction necessary, it is urged that the greatest of the Pennsylvania industries are the manufacturing and mechanic arts, and that, to secure success as a worker in the metals, in stone, in wood, in clay, as a machinist, an engineer, or a designer, a knowledge of drawing is almost indispensable, while such knowledge can be made almost equally useful to the farmer and the miner. Since the system of apprenticeship, by which the young formerly acquired a knowledge of mechanical branches of business, is virtually broken up, a resort must be had to industrial or technical schools for knowledge and training of this kind. The alphabet of the mechanic arts is drawing, and instruction in this in our common schools will lay a broad foundation for the preparation of a nation of skilled artisans. By such means artistic talent can be found and utilized. Besides, as a branch of disciplinary education, drawing has few equals among the studies of the common school. It cultivates the taste, and may be used as an auxiliary to all other studies.—(State report, p. 25.)

NEW DEPUTY SUPERINTENDENT.

Prof. Robert Curry, of Pittsburg, was appointed deputy superintendent in 1873, additional to Henry Houck, esquire, first deputy. His work has been almost exclusively outside of the department, in connection with normal schools, teachers' institutes, and systems of graded schools. He has also looked into the condition of children employed in factories, mines, &c., visiting all the State normal schools, and some of them twice, looking into their workings and taking an active part in the examination of all their graduating classes, participating in the examination of several of the soldiers' orphan schools, and attending the annual institutes in thirty different counties of the Commonwealth, as well as many local institutes, superintendents' conventions, and other educational meetings in different parts of the State.—(State report, p. 9.)

FACTORY CHILDREN.

Deputy Superintendent Curry, from the many factories, mills, and mines visited by him during the year, gives an account of one of each kind, which may be regarded as a type of its class.

One of the cotton-mills employs about four hundred operatives, of whom perhaps one hundred are under 16 years of age, most of whom the authorities suppose attend schools of some kind, but not with sufficient regularity to accomplish much good. This company has also in its employ over thirty children but little over 10 years of age, doing a kind of apprentice work. These children have been employed

by the company at the earnest request of their parents who desire them to be kept off the street and learn to do something towards making a living. One of the coal companies visited employs about one hundred and fifty men, mostly heads of families, who take with them into the mines about one hundred of their children under 15 years of age. And although the number of children belonging to these families is very great, the proprietor of the company thinks the parents send none of them to school or take any interest whatever in their education. One of the iron-mills visited employs about one hundred boys whose ages, ranging from 8 years upwards, would probably average 13 years. About fifty of these can read and write a little, but the remaining fifty can neither read nor write, nor do they go to school anywhere. So far as Mr. Curry's investigations have gone, he has found but one case in which the least attention has been paid to the law forbidding the employment of children under certain ages, and this was the only case in which the parties seemed to have any knowledge of the existence of such a law.—(State report, pp. 23, 29.)

PRIVATE UNGRADED SCHOOLS.

Three hundred and twenty-four schools of this class are enumerated on pages 90 and 91 of the State superintendent's report, besides 193 academies. The total number of pupils in both is stated to be 26,392; and as in the academies there are generally elementary as well as higher classes, it would probably be fair to estimate that fully 20,000 out of these 26,000 pupils are engaged in studies answering to those of the primary and grammar schools of the State system.

KINDERGÄRTEN.

Two only of these interesting means for the early training of young children are known to the Bureau as existing in this State, one a branch of the school of Madame D'Herville, in Spruce street, Philadelphia, the other under Mrs. E. K. Mulford, with two assistants, at 612 North Thirteenth street, in the same city. The former is in Miss Peabody's list of such schools. The latter makes report to the Bureau of 30 children in attendance 4 hours daily for 5 days in the week, with the various Kindergarten occupations and apparatus.

DISTRICT SUPERVISION.

* The school law of Pennsylvania amply provides for district supervision, and wherever it has been thoroughly tested, it is remarked by a director, a correspondent of the Pennsylvania School Journal, it has been successful. Another correspondent says: "As far as our knowledge extends, but few towns or townships have as yet availed themselves of the law authorizing the appointment of district superintendents.

Mill Creek Township, Erie County, immediately surrounding the city of Erie, was one of the first to put the law in operation, having had district supervision since 1870. Mr. C. S. Brooks, the superintendent, visits and carefully examines each of its fourteen schools at least once in every month, spending a whole day in this exercise. He also conducts a district institute, which is held each alternate Saturday, and lasts four hours. Lessons on drawing and grammar are given and other work having a practical bearing on that of the school-room is done.—(Pennsylvania School Journal, December, 1874.)

At the last meeting of the State Teachers' Association, an increase of district supervision was proposed, and seemed to meet with general favor.

EDUCATIONAL PROVISIONS OF THE NEW CONSTITUTION.

(1) The new constitution establishes a broad and substantial foundation for a system of public schools, in the following words: "The general assembly shall provide for the maintenance and support of a thorough and efficient system of public schools, wherein all the children of this Commonwealth above the age of 6 years may be educated." The expression "thorough and efficient," if liberally interpreted, comprehends all that is needed in a system of public schools. It will enable such a system to reach both high and low, and give to all parts of its work the greatest degree of perfection. No constitutional objection will hereafter stand in the way of the establishment of schools of the highest grade, and none to the enactment of measures drawing to places of safety and instruction the friendless and neglected children of the Commonwealth.

(2) It provides for the appropriation of a liberal sum of money for school purposes. This sum must be at least one million of dollars annually, an amount much larger than it has been customary for the State to appropriate.

(3) It requires all school laws to be of a general character. In future when any legislation shall take place in reference to school affairs it must be made to apply equally to the whole State, which provision will accomplish much good. The school laws are now a mass of fragments, and in most respects the school system of Philadelphia has no connection with that of the rest of the State. Nearly all the cities and some of the smaller towns have special enactments relating to their school affairs.

(4) It recognizes normal schools as a part of the public school system, and grants

them special favors. "Normal schools established by law for the professional training of teachers for the public schools of the State" can receive appropriations upon the same conditions as the most favored recipients of the bounty of the Commonwealth, a recognition they have long sought for.

(5) It makes the school department co-equal with the other departments of the State government, making the State superintendent one of the eight officers constituting the executive department.

(6) It invests the office of superintendent of public instruction with special privileges. The office is an appointed one as heretofore, but an appointment cannot be made except "by and with the advice and consent of two-thirds of all the members of the senate." Of the three heads of departments appointed in this way, the superintendent of public instruction is the only one appointed for a fixed period, and the only one who cannot be removed "at the pleasure of the power" by which they are appointed, and there is no limitation to the length of time he can serve. These provisions were embodied in the new constitution, with the hope that they would at least measurably guard the office of superintendent of public instruction from the contamination of mercenary party politics. It is understood, also, that in changing the title of the office from superintendent of common schools to superintendent of public instruction, the convention meant to open the way for the enlargement of the sphere of its duties. The head of the department will hereafter do the work now done by the superintendent of common schools, and, in addition thereto, perform such other services as may be required by law. This action will, in all probability, in due time, unify and harmonize all the educational agencies of the State, a result long hoped for by the most thoughtful friends of education among us.

(7) It forbids the appropriation of public school moneys to sectarian schools or purposes.

(8) It makes women eligible to any office under the school laws of the State.—(State report, pp. 15-18.)

SCHOOL DISCIPLINE.

In a trial of a case of assault and battery, in which a school-teacher was the defendant, Judge Dean of this State made the following remarks upon the subject of corporal punishment in schools:

"Any teacher," he said, "who is so forgetful of the duties of his high calling or the far-reaching consequences of his acts as to maliciously or cruelly beat a pupil, should, without faltering or without hesitation on your part, be convicted of assault and battery. On the other hand, it is of the greatest moment that our teachers in our public schools be encouraged and sustained in every proper exercise of their authority. The very existence of these institutions depends on sustaining the teacher in his authority, when properly exercised in the school-room. If the teacher be stripped of his authority to enforce attention or to prohibit disorder in the school-room by unfounded or trivial prosecutions, the end of the system for good is very near at hand. Rebellion and contumacy on the part of the pupils will become chronic, and the teacher, instead of training youth, will be engaged in a continual contest to maintain his authority."—(National Normal, March, 1874, p. 137.)

CITY SCHOOL SYSTEMS.

PHILADELPHIA.

This city constitutes the first school district of Pennsylvania, and is, as to school affairs, under the control of a board of education of 29 members, one from each ward, with local boards of school directors in the wards. The members of the board of education are appointed by the judges of the court of common pleas and the district court and hold office for three years. It is the duty of the board to determine the number of school-houses to be erected and established in each section of the city, to limit the expenses thereof, and to provide such books as they shall deem necessary for the use of pupils in the schools. They direct what number of teachers shall be employed and fix their salaries. They have a general superintendence over all the public schools, with power to make such rules and regulations for their own government and that of the schools as may be necessary to carry the school system into complete effect.

There is no city superintendent, and the want of any localizing of responsibility in such an officer appears to be the great defect of the city system, the secretary of the board of education having only limited supervisory powers. The central high school and girls' normal school are under the supervision of special committees of the board.

Statistics of public schools.—There were in the city in 1874, according to the report of the board, a central high school, a girls' normal school, 60 grammar schools, 29 consolidated schools, 121 secondary schools, 212 primary, and 41 night schools, with a total of 108,631 pupils and 1,991 teachers. The amount appropriated by city

councils for the use of the board for 1874 was \$1,639,811.89, the amount expended \$1,607,736.91. The school-houses of the city are generally very good, except in the matter of ventilation, but are insufficient for the accommodation of the school population, though eleven new buildings were finished during the year. The girls' normal school is to have erected for it in 1875-'76 a building to compare with the normal college of New York City. The present value of the school-buildings, lots, and furniture is put by the board at \$4,837,336.

The night schools here comprise 21 for young men, 9 for young women, 7 for white men and women, and 4 for colored men and women, making 41 in all. They do an excellent work in training from 13,000 to 18,000 persons whose occupations will not allow of study during the day. A night school for artisans, held in the central high school building, is especially useful in preparing apprentices and workmen for skilled labor in industrial pursuits, the studies being arithmetic, practical mathematics, penmanship, mechanical and engineering drawing, natural philosophy, chemistry, anatomy, physiology, and hygiene. The rush for admission to these schools was greater in the year covered by the report than ever previously, and it is proposed to open them again early in the fall of 1875.—(From the Philadelphia school law and report for 1874.)

PITTSBURG.

The city system here includes a central board of education of 36 members, with sub-district boards and a city superintendent.

The schools are primary, intermediate, grammar, and high, with evening schools for boys and girls, an evening mechanical school for young men,* and a school for mutes. The high school is divided into academic, normal, and commercial departments. The buildings are 1 high school and 52 district schools, of which 39 are brick, 13 frame, and 1 stone. The number of teachers employed is 382, of whom 55 are males and 327 females, their salaries ranging from \$300, the minimum for assistants in primaries, to \$1,600 for principal of grammar school and \$2,700 for principal of high school, men and women receiving equal salaries for equal work. The whole number of pupils admitted for the year was 21,009; the average monthly enrollment, 15,614; average daily attendance, 12,873. Receipts for the year, \$704,791.98; expenditures, \$601,710.08; leaving a balance on hand of \$103,081.90.

The progress of schools in the city is illustrated by a table, which shows that, from June 1, 1856, to the same date in 1874, the number of teachers employed has gone up from 109 to the 382 above noted; the enrollment of pupils, from 6,724 to 21,009; the average attendance, from 4,354 to 12,873; the amount paid for teaching, from \$39,394.75 to \$238,375.27. This progress is most distinct and marked from the year in which the present energetic superintendent entered on his duties, the enrollment and attendance almost doubling in that year, and the expenditure for teaching going up in nearly correspondent ratio, which has been since steadily advancing.

Drawing and music are taught in the city schools; the evening mechanical school is said to have proved popular and useful; and the course in the high school appears to be both well arranged and well carried out.—(From report of Superintendent George J. Luckey, for the year ended September 1, 1874.)

ALLEGHENY.

The report shows a total enrollment of 11,650, an average monthly enrollment of 8,392, and an average daily attendance of 7,216. The school-buildings are capacious and comfortable. During the past year the course of study has been revised in order to effect a more thorough grading. The method of giving instruction in music has also been improved. This branch is taught by the regular teachers, under the supervision of two special music teachers. In the report of the committee on special instruction, we find the following: "Drawing is the only special branch not properly provided for; yet, in view of its importance, we would recommend its continuance, and suggest that such measures be introduced as will enable all the pupils who may desire it to make themselves thorough draughtsmen, and to do so without leaving our public schools."

Evening schools.—The evening schools were in session 65 nights. The committee report a decided improvement since the previous year and such a degree of success as warrants their continuance. The total enrollment was 1,015; the average attendance, 503; cost of maintaining them, \$2,657.27.—(From report of City Superintendent John Davis.)

OTHER CITIES OF THE STATE.

For statistics of schools in the various other flourishing cities of Pennsylvania, see Table II, at the close of this volume.

* Though originally designed for young men, this school is not exclusively confined to them. Young women are admitted, and about a dozen lady school-teachers are said to be regular attendants, devoting themselves especially to free-hand drawing.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The superintendent says these schools were never so prosperous as during the past year. The whole number of students attending them was 3,856, of whom 2,915 were in the normal schools proper and the rest in the model schools connected with them. The whole number of graduates was 131.

The school at Sagamore, Washington County, long struggling to attain that end, became a State school in May, 1874, making the eighth one in operation. Two others—one at Indiana and one at Lock Haven—will probably apply for recognition during the current year. This will leave two districts of the original twelve without schools. Philadelphia has a normal school for young ladies, but it is not connected with the State system.

Prof. Curry reports that the normal school buildings are, in general, creditable to the State, some of the last buildings erected being models in their way, while some of the older ones need improvements. The faculties of the State normal schools he finds efficient, earnest, and in some cases even enthusiastic, in their labors. But as this department in the State system is comparatively new, the course of instruction in these schools is not, he says, either as complete or comprehensive yet as it should be, and consequently does not impart as high a degree of culture as is to be desired in the future teachers of the schools.

DETAILS RESPECTING NORMAL SCHOOLS.

At Millersville the new building for chapel and recitation-rooms is completed and in use, standing between the two known respectively as the ladies' and gentlemen's buildings, yet not interfering with the lighting and ventilation of them. It is 128 feet long by 60 wide.

The drawing department here has been reorganized, with a view to such thorough training of the pupils that they may become teachers of the art to those whom they may have under their instruction in the schools. Attendance for the year, 826; graduates, 35, of whom all but one went forth to teach.

At Edinboro' the attendance was 733, the graduates, 16, all going forth to teach. Four hundred of the others are pledged to teach.

At Mansfield a new building was dedicated to the uses of the normal school September, 1874. A very valuable mineralogical cabinet has been purchased here, as also a conchological collection, while many valuable presents for the cabinet have been received from the Smithsonian Institution. Washington, bringing up its specimens to over 6,000. A set of the Smithsonian publications has also been added to the library.

At Kutztown over 500 students were in attendance, and the graduating class numbered 18 in the elementary and 1 in the scientific course. Five of the faculty here are graduates of colleges and 3 graduates of the normal school scientific course. All have had long experience in teaching.

The school at Bloomsburg enrolled 272 pupils during the year 1873-74—double the number of the year preceding this—has had an ample supply of water introduced, and has purchased two cabinet organs for the use of pupils, paying for them out of funds accruing from public literary entertainments.—(From official reports of these schools for 1874.)

At West Chester a steam-engine has been added to the laundry, enabling the school to have all its washing, wringing, and mangling done by machinery. Improvements have been made in the walks, lawns, and decorations of the front yard, and many trees have been planted under the direction of a landscape-gardener, greatly adding to the attractions of the place. The heating-apparatus, too, has been thoroughly overhauled; an excellent transit instrument, surveying instruments, and others added to the apparatus for instruction, and large additions made to the geological and mineralogical collections, with 300 volumes to the library. Three hundred and thirty students were in the school for the year 1873-74, and the graduates of 1874 are all employed in teaching.

At Shippensburg, 716 students were enrolled during the year, and the first graduating class numbered 24, of whom 22 engaged in teaching, two others returning to the school to continue their studies in a higher course.

At Sagamore, formerly known as California, a new normal school was reorganized June 1, 1874. It was founded and chartered as a State normal school in 1865; but, owing to want of means, its completion as such has been delayed. It has, however, in its inchoate state, been doing good service under the name of the Southwestern Normal College. There are two buildings, a central one and a dormitory. The central one has the form of a cross, is three stories high, with a breadth of 145 feet for the whole front, and a depth, in the central extension, of 110. At the angles of the front projection are two massive towers, 55 feet high. The dormitory is 103 by 44 feet, and 3 stories high above the basement, in which are the dining-room and kitchen.

STATISTICS OF STATE NORMAL SCHOOLS.

History.

Dates of recognition: Millersville, 1859; Edinboro', 1861; Mansfield, 1862; Kutztown, 1866; Bloomsburg, 1869; West Chester, 1871; Shippensburg, 1873; Sagamore, 1874.

Total number of male students since recognition	13,263
Total number of female students since recognition	8,515
Total number of males graduated in elementary course	407
Total number of females graduated in elementary course	325
Total number of males graduated in scientific course	41
Total number of females graduated in scientific course	6
Total number of males graduated in classical course	4
Total number of females graduated in classical course	2
Total number of males receiving State certificates without graduating	13
Female receiving State certificate without graduating	1
Total number of males who received State aid as graduates	358
Total number of females who received State aid as graduates	287

Professors.

Number of male professors and tutors	59
Number of female instructors	51

Students.

Number of male students for the past school year	115
Number of female students for the past school year	107
Number of male students in normal school in 1874	71
Number of female students in normal school in 1874	63
Number of boys in model school during present year	44
Number of girls in model school during present year	44
Total number of males graduated in elementary course	75
Total number of females graduated in elementary course	51
Total number of males graduated in scientific course	5
Number of male graduates who intend to become teachers	76
Number of female graduates who intend to become teachers	50
Number of males who received aid from the State as students	1,057
Number of females who received aid from the State as students	715
Number of males who received aid from the State as graduates	74
Number of females who received aid from the State as graduates	40

TEACHERS' INSTITUTES.

Second Assistant Superintendent Curry says, in his report to Mr. Wickersham for 1874, that, of 30 counties visited by him as State instructor, 17 lie east of the mountains and 13 west of them; 17 in the northern half and 13 in the southern. At the annual institutes in each of these counties he remained several days, giving instruction during the day sessions and lecturing in the evenings. In every case the institute was largely attended, and all parties present took apparently a lively interest in the proceedings. Even in the mountainous counties, where salaries are low and traveling difficult, almost every teacher was present, and the largest house that could be procured for evening sessions was always filled to overflowing. Indeed, he thinks no other kind of public meetings are so well attended or take so strong a hold upon the interest of the community as the teachers' county institutes.

He expresses the decided judgment that these gatherings are doing a good work in the State, not only in educating the teachers, stimulating them to greater activity and inspiring them with a higher enthusiasm, but also in enlisting the sympathies of the people in the cause of popular education. The only exceptions are in counties where the superintendent is vacillating, weak, or otherwise incompetent, when he is apt to depend on something outside of the proper institute work for attracting audiences, turning into an entertainment what is meant to be an aid to education.

CITY INSTITUTES.

Besides the county gatherings of teachers above mentioned, the reports of borough and city superintendents show that in most of the larger towns of the State the teachers of the public schools are regularly gathered, under the direction of the superintendents, for fuller training in school methods and school work.

SECONDARY INSTRUCTION.

THE HIGH SCHOOLS OF THE PUBLIC SYSTEM.*

Most of the reports from cities and boroughs in the State indicate the existence of high schools; but how many of these there are in the State does not distinctly ap-

* State report, pp. 167-212.

pear; nor is there anything to show the number of high school pupils, or whether there is any uniform course agreed on for such schools.

Statement N of Dr. Wickersham's report gives, however, 1,534 as the number of schools in which any of the higher branches are taught, 1,860 as the number in which drawing may be learned, and 3,064 as that in which vocal music forms a part of the course of instruction. Taking 20 as the average number of pupils in higher branches, we have 30,680 so engaged in the State schools. Adding to these about 6,000 out of the 26,332 pupils in private schools, as the proportion for the higher classes of the 193 academies, with 1,970 in the preparatory departments of colleges, we get 38,650 as probably about the total of students in secondary studies in the State.

Turning more specifically to the known high schools, we find Dr. Wickersham, in his notes of a visit to Pittsburg, in the July number of his *School Journal*, speaking of the high school at that place as possessing the finest common school building in the State, with a large and well-selected library and apparatus, much of it imported directly for the school, and worth probably \$10,000; while of the school as a whole, in its academic, normal, commercial, and drawing departments, he says: "It is the best development of the common school system in the Commonwealth. The number of pupils here during 1873-74 was 410, of whom 231 were in the academical department, 75 in the normal, and 104 in the commercial, under 17 teachers in all. The graduates from these three departments in 1874 numbered 64.

The central high school, Philadelphia, with 611 pupils and a full course in Latin, the higher mathematics, natural sciences, mental and moral philosophy, &c., trains its students in drawing, from the elementary stages up to mechanical and engineering work, fitting them for the various pursuits of a great industrial center, as well as for college.

At the Allentown high school, German has been introduced with much success, but drawing and penmanship have been discontinued. At Carbondale, both grammar and high schools are reported deficient in illustrative apparatus. At Chester, the high school pupils, though not many in number, "made very satisfactory progress." At Harrisburg, there is to be a consolidation of the now separate high schools, which are reported to be "gradually and surely working their way up, both in efficiency and in public favor." At Lock Haven, it is said that "five years ago the high schools, two separate institutions, numbered entire about 40 pupils; now, with both sexes in the same room, the number exceeds 100." At Norristown, the same association of the sexes in the high school has been tried since September, 1873, with encouraging success. At Pottsville, in the mining region of the Schuylkill, the high school "has representatives in several colleges, and last year sent a young man to Harvard, who entered, on strict examination, with the students from Exeter, placing the school on a par with the best training schools in the land." At Reading, "the course of studies in the high school embraces the classics, mathematics, astronomy, chemistry, physiology, geology, and natural philosophy. Pupils in this school are prepared for college. A number of the graduates enter college yearly." At Scranton, "the curriculum is algebra, geometry, trigonometry, rhetoric, general history, chemistry, natural philosophy, physiology, botany, political economy, astronomy, geology, intellectual philosophy, physical geography, and Latin." That at Titusville adds French, German, and Greek to the Latin, in a school of about 100 pupils, of whom 12 completed in 1874 a full course of three years. At Williamsport, zoölogy, English language and literature, and Grecian and Roman history were added during the year to the high school studies, all of which were so arranged as to offer the pupils a choice out of four courses, each of about four years. Important additions were made, also, to its philosophical and chemical apparatus. The number of pupils was 61; that of graduates, 5. The superintendent at York says: "Our high school has never been more satisfactory than in the results of the past year. The verdict of popular approval has been given to it almost from the first, and never has our press been so emphatic as now in sustaining this institution of the people."

OTHER SECONDARY SCHOOLS.

Sixty-eight private schools of secondary rank report, for 1874, to the Bureau of Education 485 instructors and 6,317 pupils. Three thousand three hundred and sixty-nine of these are put down as engaged in English studies, 1,195 in classical, and 1,055 in modern languages; preparing for a classical collegiate course, 411; for a scientific course, 454. Fifty-five of these schools teach drawing; 53, vocal music; 47, instrumental music; 33 report chemical laboratories and 33 philosophical apparatus. Most of the schools have libraries, running from 100 up to 5,000 volumes.

BUSINESS COLLEGES.

Ten of these useful schools report, for 1874, to the Bureau a total of 41 teachers and 2,015 scholars, of whom 83 were women. Thirty of the pupils were studying German, 28 French, and 1 Spanish. Three libraries were existent, with from 100 to 1,000 books in them.

DEPARTMENTS OF TECHNICAL INSTRUCTION IN CONNECTION WITH HIGH SCHOOLS.

The introduction of drawing into the public schools is but the first step in the great work of providing an industrial education for the people. The second is to add technical departments to the course of instruction now pursued in high schools. This has already been successfully done in Philadelphia, Pittsburg, and Erie, and several other cities and towns are about to try the experiment. In addition to the technical instruction given in the high school, they have in Philadelphia a public school for artisans, open at night, which is attended by 600 students, many of them over twenty years of age, and representing nearly all the mills and workshops in the city. There is no practical difficulty in the way, except the expense, of having a course of scientific and technical instruction provided in every well-organized high school in the State, with night schools and courses of lectures for mechanics and workmen. The adoption of such a plan would develop art-talent, furnish skilled workmen, and open up opportunities to thousands of young people for obtaining a kind of knowledge which would qualify them for higher positions and enable them to secure an increase of wages.*—(State report, p. 27.)

SUPERIOR INSTRUCTION.†

In a State containing so many colleges, a few brief notes from such official authorities as have been furnished the Bureau are all that the limited space at our command allows.

Allegheny College, Meadville, (Methodist Episcopal,) has classical, scientific, and biblical departments, each with a four years' course, the completion of either of which courses secures the degree of A. B. Ladies may be admitted to the college classes, subject to the same examination as gentlemen.

Dickinson College, Carlisle, (also Methodist Episcopal,) has established a scheme of ten departments of study, and proposes to carry it out on the university principle of elective courses; those students who wish to obtain degrees devoting the earlier portion of their course, as heretofore, to classical and mathematical studies, and having large opportunity for selection in the later portion of it. There is a scientific course, students in which are allowed to substitute chemistry for the Latin and Greek of the junior and senior years, and a biblical course, in which Hebrew and New Testament Greek come in place of equivalent studies in those years.

Franklin and Marshall College, Lancaster, (Reformed,) claims, on the contrary, to be a college in the old American acceptance of the term; has no optional courses, no irregular students, and no provisional or mixed classes.

Haverford College on the Pennsylvania Railroad, 9 miles from Philadelphia, (Friends,) has classical, mathematical, and English departments, with special classes in Hebrew, Italian, Spanish, and analytical chemistry.

Lebanon Valley College, Annville, (United Brethren,) presents a classical course, issuing in the degree of A. B.; a ladies' course, which issues in that of artium magistra; and a scientific course, which brings no degree.

Lafayette College, Easton, (Presbyterian,) besides its grand divisions of the classical and Pardee scientific departments, has the latter still further divided into (1) a general scientific course and (2) three technical courses, one of civil engineering, one of mining engineering and metallurgy, and one of chemistry. A post-graduate course is also arranged for, students in which may have the aid of professional instruction and the use of all the college facilities for study in any line. The New Testament is used at Lafayette as a text-book for the recitations in Greek during two terms of the classical course; and, for those who desire it, there is a course in the Latin and Greek of Christian authors, co-extensive with the classical course. Anglo-Saxon, English, German, and French, are regular studies in both courses.

Lincoln University, Lower Oxford, (Presbyterian,) is especially, though not exclusively, designed for the instruction of the colored race. Its students have the choice between a collegiate, a normal, and a commercial course, while faculties of theology, law, and medicine afford facilities for professional training, additional to the collegiate course.

La Salle College, Philadelphia, (Roman Catholic,) is under the direction of the Chris-

* The committee appointed last year to consider questions connected with the establishment of a "mechanics' high school," after very full examination of the subject, presented to the board of trustees, the following resolutions:

"Resolved, That our board memorialize the legislature to make an appropriation of \$50,000, to be expended under the direction of the superintendent of common schools, to such high schools throughout the State as shall organize classes of instruction and a course of evening lectures, to impart practical information upon mechanical subjects, free to all the vicinity.

"Resolved, That we recommend the legislature to so modify the act of last session as to enable our board, if deemed expedient, in lieu of establishing new schools, to make arrangements with such of our existing colleges as may undertake to establish departments of practical mechanics."—(Pennsylvania School Journal, February, 1874.)

† Mainly from the college catalogues for 1873-'75.

tian Brothers, and unites religious with secular instruction in its primary, academic or preparatory, commercial, and collegiate departments.

Lehigh University, South Bethlehem, (Protestant Episcopal,) mainly devoted to scientific training, has yet classical and English courses, and is enabled, by the liberality of its founder, Hon. Asa Paeker, to make its tuition entirely free.

Muhlenberg College, Allentown, (Lutheran,) offers to students a three years' training in an academic course preparatory to the regular collegiate course of four years. Arrangements are also made for those who desire to pursue partial studies in the college course.

Pennsylvania College, Gettysburg, (Lutheran,) also with a regular course of four years, includes German in the course, and devotes especial attention, too, to English language and literature. Chaucer, Spenser, Shakespeare, Milton, and Bunyan are used as text-books in the class-room, with analysis of the text, examination of idioms, and investigation of the laws and history of word-growth.

Palatinate College, Myerstown, (Reformed,) offers a choice of seven special courses, besides the regular college course. Elementary drawing is taught gratuitously, and the more advanced study of it, with vocal and instrumental music, may be carried through all the courses.

The Pennsylvania Military Academy, Chester, (undenominational,) adds to its English and scientific courses one answering to a moderate collegiate course.

St. Vincent's College, Latrobe, (Roman Catholic,) is an appendage to St. Vincent's Abbey; is under the direction of the Benedictine Fathers, and adds an ecclesiastical course, for such as wish to enter the order, to the classical and commercial ones. Attendance on instruction in Christian doctrines is obligatory on students, and on instruction in German, French, Italian, Spanish, as also in music, painting, and drawing, is optional.

Swarthmore College, Delaware County, (Friends,) is on the railroad from Philadelphia to West Chester; has excellent buildings; admits both sexes; and furnishes to both, besides a regular classical and scientific course, the opportunity of selection among various elective studies.

Thiel College, Greenville, (Evangelical Lutheran,) is a new enterprise; held its first commencement June 25, 1874, and dedicated on the same day a second college building containing recitation-rooms and chapel.

The University at Lewisburg, (Baptist,) unites with its classical and scientific curricula a course for ladies in The University Female Institute, under the same presidency with the college, but with a lady principal besides, and a corps of 8 lady teachers.

The University of Pennsylvania, West Philadelphia, (non-sectarian,) in addition to the stately college edifice erected three years ago for its academic and scientific departments, rejoices now in the possession of an adjacent building of the same general style of architecture, for its medical department, larger, more elegant, and more commodious than any devoted to a similar purpose in America. Two-thirds of its new and splendid hospital building, is, too, erected and in use. It is also soon to receive, besides several hundred thousand dollars from the United States Government for its old site in the city, \$300,000 from the estate of the late J. Towne, esq., with a prospect of \$700,000 more; while from Mr. Whitney it has had \$50,000 and from Mr. Williamson land valued at \$100,000.

Villanova College, Delaware County, (Roman Catholic,) conducted by the Augustinian Fathers, with the now almost universal classical and scientific courses, has the commercial course which is also becoming common.

At Westminster College, New Wilmington, (United Presbyterian,) the same courses, save the last, appear.

At the Western University of Pennsylvania, Pittsburg, (non-sectarian,) are met again the classical and scientific courses, the latter divided into one for the degree of Ph. B. and one for that of Sci. B. An engineering department also exists, with a course in civil and one in mechanical engineering. Especial attention is given here to training for industrial pursuits, and from its chancellor, Dr. Woods, came, during the year past, an excellent address on the advantages of such a training, the pamphlet edition of which address has had a circulation of over 30,000 copies.

Statistics of universities and colleges, 1874.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.		Number of students.		Property, income, &c.							Number of volumes in library.
				Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship-funds.		
Allegheny College.....	6	0	40	114	\$141,700	\$150,000	\$10,000	80	0	0	a14,000		
Dickinson College.....	6	0	0	79	150,000	200,000	11,500	375	0	0	a27,231		
Franklin and Marshall College.	11	0	64	84	90,000	85,000	5,000	720	0	0	a11,000		
Haverford College.....	4	0	0	43	150,000	91,200	5,004	20,013	0	0	a9,445		
Lafayette College.....	27	4	0	310	662,000	0	24,000	7,250	0	0	a10,300		
La Salle College*	9	0	110	66	155,000	0	0	0	0	0	1,500		
Lebanon Valley College.....	9	0	131	40	62,000	0	0	4,200	0	0	a300		
Lehigh University.....	7	0	0	103	500,000	0	0	0	0	0	2,000		
Lincoln University*	9	4	81	c94	125,000	0	6,855	0	0	0	3,500		
Maimonides College.....	0	0	0	0	0	0	0	0	0	0	0		
Mercersburg College.....	14	0	50	45	60,000	10,000	600	4,200	0	0	a2,709		
Muhlenberg College.....	8	0	62	40	125,000	43,000	2,580	6,000	0	17,000	a3,100		
Palatinate College.....	9	0	192	16	30,000	0	0	5,000	0	0	d900		
Pennsylvania College.....	12	c5	55	90	100,000	140,000	6,150	5,700	0	0	a19,140		
Pennsylvania Military Academy.	12	0	17	104	100,000	0	0	0	0	0	1,200		
St. Francis College.....	10	0	85	0	120,000	6,000	0	14,000	0	0	3,000		
St. Joseph's College f.....	0	0	0	0	0	0	0	0	0	0	0		
St. Vincent's College*	24	0	315	154	0	0	0	0	0	0	13,000		
Swarthmore College.....	21	0	165	99	450,000	15,000	1,000	550,000	0	10,000	2,275		
Thiel College.....	8	1	32	31	30,000	22,200	2,152	1,863	0	0	a2,600		
University of Lewisburg.....	9	2	64	74	220,000	130,000	8,500	2,500	0	0	a5,800		
University of Pennsylvania.....	15	0	0	98	0	0	0	0	0	0	30,000		
Ursinus College.....	11	0	75	36	30,000	0	0	3,500	0	0	a6,500		
Villanova College.....	18	0	60	100	250,000	50,000	0	30,000	0	0	a8,000		
Washington and Jefferson College.	8	2	32	129	100,000	190,000	12,500	0	0	80,000	a9,000		
Waynesburg College.....	10	0	115	g82	20,000	30,000	2,000	2,000	0	23,000	a1,800		
Western University of Pennsylvania.	16	2	172	80	200,000	145,833	11,200	13,731	0	0	a5,400		
Westminster College.....	8	0	53	h121	25,000	74,000	6,000	0	0	0	a3,600		

* From Report of Commissioner of Education for 1873.

a Includes society libraries.

b Including board.

c Also 10 students unclassified.

d Society libraries.

e Two partially endowed.

f Suspended until completion of new buildings.

g Also 100 students unclassified.

h Also 14 students unclassified.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Training for scientific pursuits, such as chemistry; civil, mechanical, and mining engineering; architecture, and agriculture in its higher forms enters, as may be perceived from the preceding lists, into the courses of many of the Pennsylvania colleges, but is attended to with special advantages in the University of Pennsylvania at Philadelphia, the Western University of Pennsylvania at Pittsburg, the Pennsylvania State College at Bellefonte,* the Lehigh University, South Bethlehem, and the Pardee Scientific Department of Lafayette College, Easton. These all, with large endow-

* The name of the Agricultural and Mechanical College of Pennsylvania has been changed to that of the Pennsylvania State College. "The change," says the Bellefonte Republican, "was desired because the old name misled many as to the character of the college, and failed to express the breadth of purpose contemplated by the law of Congress under which it received its endowment." The Republican adds that under the change of name no change will be made in the courses of studies or in the practical working of the institution. Agriculture, natural science, the classics, civil engineering, and military tactics will all be taught as heretofore. Through the co-operation of the trustees of the Mechanics' High School of Pennsylvania, a professorship of mechanical engineering will be established, and, by the liberality of the citizens of Philadelphia and Harrisburg, a printing-office and apparatus for teaching telegraphy will be added to the other facilities of instruction. With the approval of the trustees, the president, Dr. Calder, has undertaken to collect \$10,000 towards the payment of the floating debt. And although that effort has only just been entered on, half the sum has been subscribed, and it is believed the full amount will be speedily secured."—(Pennsylvania School Journal, March, 1874.)

ments, ample halls, extensive laboratories, and abundant apparatus, are situated in the midst of great mining or industrial establishments, which afford peculiar opportunities for practical instruction and observation. The Polytechnic College, Franklin Institute, and Wagner Free Institute, all at Philadelphia, offer to students something of the same advantages, the first through regular instructions, the latter two by lectures.

PROFESSIONAL.

Nearly all of the prominent religious denominations have their representative theological schools in Pennsylvania, among the most prominent of which are the Crozer Seminary, (Baptist,) on the heights overlooking Chester; the Evangelical Lutheran Seminary, on Franklin Square, Philadelphia; the Protestant Episcopal Divinity School, in a delightful part of West Philadelphia, and the Western Theological Seminary of the Presbyterian Church, at Allegheny, all with able professors, pleasant locations, and considerable means.

The law school of the University of Pennsylvania is amply officered and deservedly popular; that of Lincoln University prepares colored students for legal work, and many lawyers of high repute train special students in their offices.

The two great medical schools of Philadelphia stand among the first of their class in the United States, and are attended annually by many hundred students. An auxiliary one in West Philadelphia, called the West Philadelphia Medical Institute, assists students who attend the University Medical School by examinations on the lectures delivered there. It also has a summer course of instruction by text-books, supplementary to the university medical course. A medical college for women is growing into importance, as well as one for homeopathic training, while two now celebrated dental schools and one of the best colleges of pharmacy in the United States draw to them many students.

Statistics of schools for scientific and professional instruction.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fee.	
SCHOOLS OF SCIENCE.									
Franklin Institute									15,000
Polytechnic College of the State of Pennsylvania.									
Pardee Scientific Department of Lafayette College. <i>a</i>				4					
Pennsylvania State College.....	10	656	4	\$397, 589	\$560, 000	\$30, 000	\$0	1, 500	
Scientific department of Villanova College	9	656	4	7, 000	0	0	17, 000	2, 500	
Scientific department of University of Pennsylvania.	16	113	4						
Wagner Free Institute of Science.....	6			300, 000				16, 000	
SCHOOLS OF THEOLOGY.									
Crozer Theological Seminary.....	5	46	3	150, 000	227, 000			7, 000	
Moravian College and Theological Seminary ..	3	17	6	7, 387	38, 000	2, 271		5, 028	
Meadville Theological School.....	7	0	12	27, 000	110, 000	7, 000		12, 000	
Missionary Institute	2	1	3	20, 000	16, 000	1, 000		2, 000	
Philadelphia Theological Seminary of St. Charles Borromeo.	8	0	139	9				10, 000	
Philadelphia Divinity School of the Protestant-Episcopal Church.	5	5	37	3				6, 000	
Theological department of Ursinus College*..	3	1	10	2					
Theological Seminary of the Reformed Church.	3	0	34	3		60, 000	3, 600	7, 000	
Theological Seminary of the Evangelical Lutheran Church, Gettysburg.	6	40	3	50, 000	90, 000	5, 500		11, 000	
Theological Seminary of the Evangelical Lutheran Church, Philadelphia.	5	4	54	3	52, 000	116, 356	7, 581	2, 500	
St. Michael's Theological Seminary	15	0	30	4	60, 000			5, 000	
Theological Seminary of the United Presbyterian Church.	4	0	43	3	50, 000	43, 790	3, 180	4, 000	
Theological department of Villanova College..	3	0	19	4				3, 000	
Theological department of Lincoln University.	6	3	16	3		60, 000	3, 378		
Western Theological Seminary of the Presbyterian Church.	6	4	71	3	200, 000	262, 861	15, 800	14, 000	

* From Report of Commissioner of Education for 1873.

a Reported with classical department.

b Also 88 preparatory students.

c Also 20 preparatory students.

Statistics of schools, &c.—Concluded.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, build- ings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	
SCHOOLS OF LAW.									
Law department of Lincoln University*.....	6	2							190
Law department, University of Pennsylvania.	5	54	2						250
SCHOOLS OF MEDICINE.									
Jefferson Medical College	7		2	\$100,000	\$0	\$0	\$45,000		
Medical department of Lincoln University*.....	2	6	2						
Medical department, University of Pennsylvania.	22	486	3						3,000
Woman's Medical College of Pennsylvania....	14	62	3	50,000	69,250	4,750	3,150		
American University of Philadelphia and Eclectic Medical College.	9		2	25,000	0	0	10,000	1,500	
Hahnemann Medical College of Philadelphia ..	23	126	2-3	60,000	0	0	10,123	2,000	
Pennsylvania College of Dental Surgery	3	59	2				6,755		
Philadelphia Dental College	14	101	2						
Philadelphia College of Pharmacy	71	269	2	76,000	16,000	1,550	10,300	2,350	

* From Report of Commissioner of Education for 1873.

SPECIAL INSTRUCTION.

GIRARD COLLEGE FOR ORPHANS, PHILADELPHIA.

The course of study here embraces physics and industrial science, mathematics, drawing, writing and book-keeping, natural history, vocal music, military discipline and military evolutions, Spanish, and French. Many of the pupils entering with little preparatory training, a portion of the course is necessarily elementary, corresponding with that of the lower public schools. But where the age at entrance is such as to allow and warrant it, this course is extended till it compares at least with that of the best high schools, and sometimes goes beyond them. The main object of the founder having been to prepare the orphans of the comparatively indigent for the practical occupations of ordinary business, he did not make provision for the higher training of the advanced colleges and universities. And though the endowment has so much increased in value as to now afford fair means for this, it has been thought wisest, instead of thus running up the course, to widen the benefits of the existing one by extending the privilege of admission to the college to orphans outside of the city limits in the State. It is probable that as soon as the needful buildings for the purpose can be had the number of pupils will in this way be much increased, and eventually doubled. The total number of pupils for 1874 was 550.

PHILADELPHIA CITY INSTITUTE

was established in 1851. Its special object was to provide a library and reading-room, and instruction by lectures and night school, "to aid in rescuing young men of the working classes from the perils to which they are exposed in large cities." The number of volumes in the library is over 4,000, many of them books of reference to be used in the reading-room only. Every year shows an increase in the number of books taken from the library and an enlargement of the library itself. In 1874 there were 8,461 books taken out, being an increase of 882 over the preceding year. The average nightly attendance in the reading-room was 37. This institute is an outgrowth of the Young Man's Institute, formed in 1850 for the purpose of providing libraries, reading-rooms, and suitable instruction to neglected young men and boys. Five institutes were established in different sections of the city, to each of which \$5,000 was advanced as a loan without interest. Only four of these five institutes are in operation at present, the Philadelphia City Institute, Mechanics' Institute, (Southwark,) Spring Garden Institute, and West Philadelphia Institute.—(Letter from William Chapin, esq., president of institute, and annual report for 1874.)

PENNSYLVANIA INSTITUTION FOR THE DEAF AND DUMB.

Officers: a principal, 13 instructors, a matron, 2 assistant matrons, a steward, superintendent of shoe-shop, and superintendent of tailor's shop.

The report addressed to the legislature January 1, 1875, states that there were 230 pupils in the institution on the 31st of December, 1873; and that during the year 42 were admitted, 46 discharged, and 2 lost by death, leaving 224 at the date of the report. Of these 113 were boys and 111 girls; 197 were supported by the State of Pennsylvania, 12 by New Jersey, 6 by Delaware, and 9 by the institution or by friends.

About 40 of the pupils, consisting mostly of the semi-mute and semi-deaf, have received instruction in articulation and lip-reading, during a portion of each school day, from a teacher whose time is devoted solely to this kind of instruction. The object has been to preserve to such what little power of speech they have, and improve and enlarge their power of talking, as also to enable them, by watching the motion of the lips of others, to understand what is said to them. This is said to have been in a good degree effected, though the progress in such instruction must needs be slow from the small amount of time that can be given to it.

The work in the shops has been carried on "with the usual amount of success," though what this may amount to is not indicated. About 60 boys have worked, a little more than one-half at shoe-making and the rest at tailoring.

Of the other instruction no account is given, but the deportment of the pupils is spoken of in the highest terms; and this is said to have come, not from stringent rules and regulations, but from a public sentiment in favor of right conduct formed and established among themselves.

PENNSYLVANIA INSTITUTION FOR INSTRUCTION OF THE BLIND.

Officers of the house: a principal, prefect, 2 principal instructors in literature and science, with 8 assistants; 1 principal instructor in music, with 7 assistants; a master and mistress of handicraft, with 6 assistants and 2 saleswomen; a matron, assistant matron; 2 attending physicians, and dentist. The students present December 1, 1873, were 197; received during the succeeding year, 34; discharged or left, 26; died at home during vacation, 2; remaining December 1, 1874, 203. Of this number there were, at the date of the report, in the literary classes, music, and handicraft, 151; in the work department, only 15, all adults; in the home, at work and engaged in teaching, 17; assistant instructors, blind, 20.

The branches taught have been spelling, reading in raised letters, writing, pin-type-printing, arithmetic, geography with raised maps, etymology, definitions, grammar, rhetoric, moral science, algebra, geometry, commercial arithmetic, logic, natural philosophy, chemistry, general history, history of Greece and of the United States, English literature, elocution, astronomy, political economy, and calisthenics. These last-named entertaining and health-giving exercises receive deserved encouragement from both teachers and pupils. The industrial instruction has been made very useful to the students, though not profitable to the institution.

The excellence of the general instruction, given is evidenced by the fact that the institution has placed five of its pupils in the University of Pennsylvania, two at a former period, who graduated with high honors and afterward became teachers and principals in other State institutions for the blind; and recently another, who graduated with honor and has since been engaged in preparing young men to enter college; while now two more have lately entered the scientific department with fair prospects of successful study.

PENNSYLVANIA TRAINING SCHOOL FOR FEEBLE-MINDED CHILDREN.

The board of directors say in their report dated January 6, 1874, that during the year covered by it the schools and various departments of this institution have been quietly and successfully performing their work, with 222 children on the roll. Twenty-one years of labor in this line, they think, justifies the assertion that "training imbecile children is no longer an experiment, and needs no argument now to sustain its place among worthy objects of human work and sympathy;" nay, that "the teacher who faithfully seeks the principles of affection, attention, and thought which belong to us, will find them even under most unpromising forms of idiocy, and from feeblest beginnings may develop some strength and activity." And when we read in the report of the superintendent that, since the foundation of the institution, 701 feeble-minded children have been under its care, and that out of these 53 have been taught to speak, 253 have had their articulation improved, 254 have been taught to read, 146 taught to write, 164 to 302 reformed from evil habits, we feel that the directors are justified in their assertions most abundantly by these results. To carry on the work so well commenced they want additional buildings and yet fuller funds, and certainly deserve them.

NORTHERN HOME FOR FRIENDLESS CHILDREN.

This excellent institution entered in the winter of 1874-'75 on the possession of a new building, which was dedicated with appropriate exercises February 27, 1875. In the

basement it has a large lavatory for the enjoyment and refreshment of the children; on the ground floor, dressing-rooms, sewing-rooms, a school-room, exercise-room, and play-room; on the second floor, dormitories and an infirmary; and on the third, a large and commodious chapel, the crown of the whole work. Since the incorporation of the institution, in 1854, over 3,500 children have received from it, besides the great benefits of a home and nursing care, a good school education and a fair training for useful industrial occupations. These occupations are, even in the school, so remunerative, that while most of the pupils go out with a comfortable outfit to the homes provided for them, especially industrious and skillful ones go sometimes with a well-filled purse. On the day of the dedication above referred to, one of the oldest and best of the inmates, about to leave the school for a new home, said, in answer to a question, that he should carry with him about \$400, the fruit of his labor in the home—a sum which had been carefully saved for him and was paid over without abatement of any kind.—(Philadelphia Evening Telegraph, March 1, 1874, and Episcopal Register, March 6.)

This report is in pleasant contrast with one that appears in the same number of the Telegraph from a committee of the legislature appointed to investigate the internal working of the house of refuge in the same city—a report which showed an almost savage cruelty on the part of some of the officials towards youthful inmates placed there for reform.

EDUCATIONAL CONVENTION.

STATE TEACHERS' ASSOCIATION.

The twenty-first annual session of the association met at the State normal school at Shippensburg, August 11, 1874. An unusually large number of valuable addresses and papers were presented.

The first half-day was occupied by the address of welcome from Prof. George P. Beard, principal of the school in which the meeting was held, and the response to it by Mr. James L. Harrison, of Pittsburg, with a number of five-minute speeches from educators present, including one from State Superintendent Wickersham. The first paper was the inaugural address by President George L. Luckey, in which was considered and advocated a system of education combining a training of the moral, physical, and intellectual nature. Edward Shippen, esq., of Philadelphia, read a very entertaining paper on "Educational antiques." "Co-education of the sexes" was discussed in two papers, by T. J. Duncan, A. M., of Pittsburg, and by President E. H. Magill, of Swarthmore; "Vocal music in public schools," by J. W. Shoemaker; "Geometry," by Prof. Robert Curry; "Local supervision of schools," by County Superintendent B. F. Shant; "High schools, their place in a system of public instruction, and State aid for them," by Mr. M. N. Horton, of Williamsport; "Standard qualifications of teachers," by Dr. E. Kast; "Kindergärten," by Miss Elizabeth Peabody; "The money value of education," by Rev. Dr. George P. Hays, president of Washington and Jefferson College; and "Technical education," by Dr. George Woods, president of Western University, Pittsburg. The chief educational features of the new constitution were stated by Superintendent Wickersham.

Dr. Hays illustrated the money value of an education by statistics of alms-houses, jails, and penitentiaries; by the large percentage of college men who have enjoyed the highest positions in the government of our country; the superiority of trained soldiers in war; the greater success of professionally-trained men in law, medicine, &c.; and the proportion of college-educated men who have reached either house of Congress to that of the self-educated class.

Chancellor Wood's paper on technical education advocated a change in the primary courses of study, to conform to the demands made by the development of the country, a need which the colleges have recognized in accepting technical education, and which he regards as still greater in the elementary schools, since beyond them less than four per cent. of the youth of the country extend their studies. The continued prosperity of our country, the speaker thought, demands that greater attention be given to industrial and scientific education. Much of our soil has already been exhausted through bad agriculture; our woodlands have been recklessly stripped, and our iron and coal used without regard to economy. We want to use our abundant material economically and to apply the skilled labor that will increase its value a hundred or thousand fold. If but one-half of the 116,000 persons in Pennsylvania engaged in agriculture, manufactures, and mechanical and mining industries should become skilled laborers, there would be an annual addition to the wealth of the State of \$184,800,000. If there should be the same change in one-half of the 9,000,000 of persons engaged in the same pursuits in our whole country, it would, at a very low estimate, add \$2,700,000,000 annually to the wealth of the nation.

The theory of co-education was sustained by both papers read on the subject, as well as by a majority of those who took part in their discussion. Superintendent Wickersham corrected a mistake made by one of the speakers who, in the discussion, represented that the practice in the common schools of Pennsylvania is against co-educational

tion, stating that two-thirds of the children sent to school in the Commonwealth are sent to mixed schools.

Socially the meeting was a great success. In a professional point of view it has been criticised by its friends as affording too little time for discussion of the many valuable papers presented, for the comparison of views, the settling of questions, or the mapping-out of a future policy.—(Pennsylvania School Journal, September, 1874.)

OBITUARY RECORD.

PROF. WILLIAM PROCTER.

Many persons will hear with regret of the death of William Procter, jr., vice-president and professor of theoretical and practical pharmacy at the Philadelphia College of Pharmacy. On Monday evening, February 9, he delivered a lecture before the students of the college on the animal substances as applied to pharmacy. It is supposed that when he retired, wearied with the labor of the evening, he was attacked with disease of the heart, and from that died. Prof. Procter was a native of Baltimore, having been born in that city in 1817. He removed to Philadelphia before he was 13, and resided there ever after, entering a drug-store as clerk and assistant, graduating at the College of Pharmacy, and finally starting in business for himself.

In 1846 a chair of pharmacy, as a separate department, was created in the College of Pharmacy, and Mr. Procter became the first incumbent. This position he held for twenty years, until 1866, when he retired and was succeeded by the late Prof. Edward Parrish. In September, 1872, on the death of Prof. Parrish, he again consented to take the position at the earnest and unanimous request of the trustees, and continued to discharge its duties up to the evening on which he died. As a pharmacist, Professor Procter stood very high, being the acknowledged leader of his profession in the United States, and possessing an enviable reputation abroad. For more than twenty years he was the responsible editor of the American Journal of Pharmacy, published by the college, a position for which his industry and painstaking accuracy admirably qualified him. In 1849 he translated the celebrated treatise on Practical Pharmacy, by Profs. Mohr and Redwood, making extensive and valuable additions thereto. He was also at frequent contributor to the proceedings of the American Pharmaceutical Association, and at one time president of that organization. He was a member of various other scientific bodies in this country, and attended as a delegate the international pharmaceutical congress held in Paris in 1867, being elected a vice-president. Prof. Procter was a consistent member of the Society of Friends.—(Philadelphia Press, February 11, 1874.)

MR. GEORGE W. LLOYD.

The death of this respected gentleman, late superintendent of public schools for Juniata County, Pennsylvania, took place at Thompsettown, in that county, on Thursday, April 23, 1874, he being then 53 years of age. A Pennsylvanian by birth, of the old Quaker stock by which the State was originally settled, Mr. Lloyd began his career as a mechanic; but, receiving an injury which compelled a change of occupation, he applied himself to study, became a teacher, and acquired such skill and reputation in that line as to be elected, after twenty years' engagement in the schools, superintendent of Juniata County in 1866. In this position he did such satisfactory work for three years as to be re-elected in 1869, when again the duties of the office were performed with great fidelity and diligence. But by the expiration of this second term the needful vigor for the laborious work of such an office was wanting, and the good man retired to private life to await, in the religious exercises to which he was devoted, the great change of worlds. In his decease the teachers of the county lost a faithful friend and able adviser, the public school system a zealous advocate, and many a good work a helping hand.

PROF. LOUIS ANGELE.

In September died Prof. Louis Angele, instructor in German in the high school of Philadelphia, spoken of as a gentleman of the highest qualities, talented, faithful, and amiable in a peculiar degree.

FLORA T. PARSONS.

Miss Flora T. Parsons, late of the faculty of the Shippensburg Normal School, died, June 21, 1874, in Briksburg, N. J. Originally trained to teaching at Oswego, N. Y., she for some years was employed in the schools of that place as instructor in drawing. The reputation she secured there as a popular and successful teacher led to her subsequent employment in the schools of Rochester, where such golden opinions of her powers were won by her that for some years she came to be extensively engaged, not only in New York, but also in the neighboring States, as an instructor at teachers' institutes. Whatever she undertook was done so well and thoroughly, with such womanly grace and fresh enthusiasm, that wherever she went once she was desired again, and was thus kept laboring to the utmost verge of her comparatively slender strength. A

change of residence and occupation became hence at length desirable, and she accepted in 1873 a very flattering invitation to aid, as teacher of methods, in the organization of the new Cumberland Valley Normal School, at Shippensburg, Pa. But it was too late to remedy entirely the effects of previous over-work. Though enjoying much the beauty of her new location and relishing the softer airs of a more southern residence, the weakened frame was unable to endure the stress of the engagements that came on her, and, in spite of a brave battle with exhaustion and disease, she finally succumbed and perished from bronchial consumption, the fruit of too much exertion of the voice while under irritation from catarrh. For two years before her death she had added to her other labors an assistant editorship of the New York State Educational Journal, and was also actively engaged in preparing for the press the primary books of a new series of school readers.

LIST OF SCHOOL OFFICIALS IN PENNSYLVANIA.

Hon. J. P. WICKERSHAM, *State superintendent of public instruction, Harrisburg.*

Hon. HENRY HOUCK, *deputy State superintendent of public instruction, Harrisburg.*

Hon. ROBERT CURRY, *second deputy State superintendent of public instruction, Harrisburg.*

CITY AND BOROUGH SUPERINTENDENTS.

City or borough.	Name.	Post-office.
Allegheny	John Davis	Allegheny.
Allentown	R. K. Buehrle	Allentown.
Altoona	D. S. Keith	Altoona.
Carbondale	Matthew G. Neary	Carbondale.
Columbia	B. G. Ames	Columbia.
Easton	W. W. Cottingham	Easton.
Erie	H. S. Jones	Erie.
Harrisburg	Daniel S. Burns	Harrisburg.
Hyde Park	J. E. Hawker	Hyde Park.
Lock Haven	John Robb	Lock Haven.
Meadville	Samuel P. Bates	Meadville.
Norristown	Jos. K. Gotwals	Norristown.
Pittsburg	George J. Luckey	Pittsburg.
Pottsville	Benjamin F. Patterson	Pottsville.
Reading	Thomas Severn	Reading.
Scranton	Joseph Roney	Scranton.
Shenandoah	G. W. Bartch	Shenandoah.
Titusville	Henry C. Bosley	Titusville.
Williamsport	Samuel Trueman	Williamsport.
York	William H. Shelley	York.

COUNTY SUPERINTENDENTS.

County.	Name.	Post-office.
Adams	Aaron Sheely	Gettysburg.
Allegheny	James Dickson	Sewickly.
Armstrong	A. D. Glenn	Kittanning.
Beaver	Benjamin Franklin	New Brighton.
Bedford	J. W. Hughes	Everett.
Berks	Samuel Baer	Oley.
Blair	John H. Stephens	Martinsburg.
Bradford	Austin A. Keeney	Towanda.
Bucks	Hugh B. Eastburn	New Hope.
Butler	J. B. Matthews	Whitestown.
Cambria	Hartman Berg	Ebensburg.
Cameron	N. H. Schenck	Emporium.
Carbon	R. F. Hofford	Lehighton.
Centre	Henry Meyer	Rebersburg.
Chester	Hiram F. Pierce	West Chester.
Clarion	A. J. Davis	Rimersburg.
Clearfield	J. A. Gregory	Clearfield.
Clinton	Martin W. Herr	Salona.
Columbia	William H. Snyder	Orangeville.
Crawford	Jas. C. Graham	Meadville.
Cumberland	D. E. Kast	Mechanicsburg.
Dauphin	D. H. E. La Ross	Hummelstown.
Delaware	James W. Baker	Media.
Elk	George R. Dixon	Ridgeway.
Erie	C. C. Taylor	Waterford.
Fayette	William H. Cooke	Uniontown.
Forest	H. A. Brockway	Marionville.
Franklin	Samuel H. Eaby	Greencastle.
Fulton	H. H. Woodol	New Granada.

List of school officials in Pennsylvania—Concluded.

County.	Name.	Post-office.
Greene.....	Andrew F. Silvens	Spragg's.
Huntingdon	R. M. McNeal	Three Springs.
Indiana.....	Samuel Wolf.....	Indiana.
Jefferson.....	G. A. Blose.....	Hamilton.
Juniata.....	John M. Garman.....	Patterson.
Lancaster.....	B. F. Shaub.....	Lancaster.
Lawrence.....	William N. Aiken.....	Newcastle.
Lebanon.....	William B. Bodenhorn.....	Annville.
Lehigh.....	James O. Knauss.....	Allentown.
Luzerne.....	William A. Campbell.....	Shickshinny.
Lycoming.....	T. F. Gahan.....	Montoursville.
McKean.....	William H. Curtis.....	Curtisville.
Mercer.....	J. M. Dight.....	Sandy Lake.
Mifflin.....	William C. Gardner.....	Belleville.
Monroe.....	B. F. Morey.....	Stroudsburg.
Montgomery.....	Abel Rambo.....	Trappe.
Montour.....	William Henry.....	Pottsgrove, Northum- berland County.
Northampton.....	B. F. Raesly.....	Mt. Bethel.
Northumberland.....	H. H. Bartholomew.....	Elysburg.
Perry.....	Silas Wright.....	Millerstown.
Pike.....	John Layton.....	Dingman's Ferry.
Potter.....	J. W. Allen.....	Coudersport.
Schuylkill.....	Jesse Newlin.....	Port Carbon.
Snyder.....	William Noetting.....	Selin's Grove.
Somerset.....	J. B. Whippy.....	Somerset.
Sullivan.....	Edwin A. Strong.....	Dushore.
Susquehanna.....	William C. Tilden.....	Montrose.
Tioga.....	Miss Sarah R. Lewis.....	Wellsboro'.
Union.....	A. S. Burrowes.....	Mifflinburg.
Venango.....	S. H. Prather.....	Sunville.
Warren.....	Byron Sutherland.....	Warren.
Washington.....	A. J. Butington.....	Bentleyville.
Wayne.....	D. G. Allen.....	Prompton.
Westmoreland.....	Jas. Silliman.....	Ruff's Dale.
Wyoming.....	Charles M. Lee.....	South Eaton.
York.....	William H. Kain.....	York.

RHODE ISLAND.

STATISTICAL SUMMARY.*

	1873.	1874.
RECEIPTS.		
Amount of State appropriation	\$90,000 00	\$93,314 00
Amount of town appropriations	414,186 42	323,322 37
Amount from registry taxes and other sources	28,899 33	210,355 46
Amount of district taxes	41,664 35	66,881 59
Amount of balance unexpended last year	15,111 22	46,896 24
Total receipts from all sources	589,861 32	745,769 60
EXPENDITURES.		
Amount paid teachers in day schools	318,361 52	355,525 90
Amount expended for other purposes	95,662 41	76,016 80
Amount expended for evening schools	17,496 00	22,127 50
Amount expended for school-houses	171,292 35	237,181 33
Total expenditures	602,812 28	692,851 53
Expenditure exclusive of school-houses	414,023 93	.....
STATE APPROPRIATIONS FOR PUBLIC SCHOOLS.		
State appropriation for public schools	90,000 00	92,500 00
State appropriation for State Normal School	10,000 00	10,000 00
State appropriation for mileage to State Normal School	1,500 00	1,500 00
State appropriation for teachers' institutes	500 00	500 00
State appropriation for lectures, &c.	500 00	500 00
State appropriation for Rhode Island Schoolmaster	300 00	300 00
INCREASE DURING TEN YEARS OF TOWN TAXES FOR SCHOOLS.		
Amount paid by town tax for public schools in 1873	304,865 81	.....
Amount paid by town tax for public schools in 1863	99,296 43	.....
Increase in ten years	205,569 38	.....
REGISTRATION AND ATTENDANCE.		
Estimated number of children between 5 and 15 years	42,000	43,800
Number registered in public schools during the year	93,348	39,401
Estimated average number belonging .....	.....	30,165
Average attendance during the year	79,775	24,434
Per cent. of registration to school population	72	.....
Per cent. of average attendance to school population	59	.....
Cost per pupil registered	\$13 59	\$10 09
PRIVATE SCHOOLS.		
Estimated number of pupils in private and Catholic schools	8,000	.....
Estimated number of pupils instructed at home	1,000	.....
Estimated number of pupils at public and private schools or instructed at home	38,500	.....
Estimated number not under instruction during the year	3,500	.....
Estimated percentage under instruction	91	.....
Estimated percentage not under instruction	9	.....
TEACHERS AND TEACHERS' PAY.		
Number of male teachers employed for the school year	112	901
Number of female teachers employed for the school year	646	821
Whole number of teachers	758	1,022
Number of months male teachers have been employed	998	993
Average wages per month	\$75 72	\$83 65
Number of months female teachers have been employed	5,785	6,212
Average wages per month	\$41 97	\$43 86

* From State reports for 1873 and 1874.

STATISTICAL SUMMARY—Concluded.

	1873.	1874.
NUMBER OF SCHOOLS AND LENGTH OF SCHOOL TERM.		
Number of school districts	423	429
Number of schools	719	732
Aggregate length of schools	6,433 mos.	6,566 mos. 14d.
Average length of schools	8.95 mos.	8 mos. 19d.
Number of cities and towns which have separate high schools or schools of an equal grade	11	12
Number of cities and towns in which the town system of management has been adopted, wholly or in part	9	9
EVENING SCHOOLS.		
Number of towns maintaining evening schools	13	17
Number of schools	38	52
Number of teachers	131	198
Number of pupils registered	4,400	6,083
Average attendance	2,081	2,930
Amount expended for evening schools	\$17,496.00	\$22,127.50

ELEMENTARY INSTRUCTION.

REPORT FOR 1874.

This excellent and well-arranged report, the last ripe fruit of Mr. Bicknell's commissionership, reaches the Bureau too late for such full notice as it merits, though its tabular statements are availed of and much relating to normal and secondary training is here used.

It treats of such important topics as the cost of education, teachers' salaries, some needed amendments to the school laws, school supervision, studies in the public schools, the necessity for teaching drawing in them, the growth of evening schools, the need of an industrial school, and the work of the State Normal School, noticing also briefly the Rhode Island Institute of Instruction, the late Rhode Island Schoolmaster, and the annually-growing value of the reports of school committees.

As to school attendance, it shows that "39,401 different children were registered in the public schools in 1874, including some under 5 and over 15." And as the child population between these ages is estimated to be 43,800, this registration of only about 4,400 less than the whole number indicates how small a proportion are unconnected with the schools.

As to the cost of education in the public schools, Mr. Bicknell states that the minimum cost is at New Shoreham, where it is \$5.63 per pupil to an average school term of six months and twelve days; while the maximum cost is at Newport, where, with a school-term of 40 weeks, it reaches \$14.01 per pupil. For the whole State the average cost was \$9.03, a small amount for great advantages.

SCHOOL TAX.

The law requires that each town raise as much by local taxation for the support of public schools as it receives from the State. Of the thirty-six towns existent, eight fully comply with this requirement and twenty-eight go beyond it. Of the annual State appropriation of \$90,000 for public schools, \$63,000 is divided among the several towns in the ratio of their population under 15 years of age. A decrease in school population involves a proportionate loss in the distribution of State aid. In consequence of such decrease, two towns receive only three-fourths of the amount granted them prior to 1870, and others lose in proportion. Providence, on the other hand, gains one-ninth and Newport one-fifth in school income, and other towns have a proportionate gain. Consequent upon the increased length of the school year in several towns and the increase of teachers' salaries, the local taxation for schools has so increased that in some towns the tax for public schools with 30 weeks in the year is 24 and 26 cents on each \$100, while in the city of Providence the tax is only 16 cents on the \$100 with a school year of 40 weeks. The tax ranges from 6 to 26 cents on each \$100. This fact, taken in connection with that of the varying length of the school year—from twenty-four weeks, the minimum, to forty weeks, the maximum—shows that the burdens and advantages of the public school system are unequally distributed. The towns of smallest valuation must raise a large tax, while the wealthier towns, which have abundant means for the purpose, have the smaller tax for school purposes. And these great inequalities increase year by year, as the business and wealth of the State tend to centers and withdraw from the remote and rural sections. It is therefore suggested that a State tax of one mill upon each dollar of State valuation would

secure a more equitable adjustment. With a valuation of over \$214,000,000, this tax would yield an annual revenue of over \$214,000 for public schools.—(State report, 1873, pp. 52, 53.)

AVERAGE LENGTH OF THE SCHOOL YEAR.

This has come to be thirty-five weeks and four days, the longest average school year in the New England States, and there is a growing tendency to make 40 weeks the uniform standard. Eight towns have reached this point, and no town falls below the legal school year of six months. In several districts the school trustees deem it wise to use the public money for a long summer or a long winter term. This plan deprives a portion of the children of a fair share of schooling, as the younger ones cannot attend in winter and the older ones are usually required to work in summer. With a view to the younger and older children sharing equally the benefits of the public schools, the superintendent suggests a local taxation for sustaining the schools where the public money does not meet the wants of the district. He says that several school districts are suffering for want of longer school terms, which would, if the law allowed, levy a tax on the pupils for the purpose of sustaining the schools for a longer period.—(Report of 1873, pp. 55, 56.)

SMALL SCHOOLS.

Two towns report 4 schools having less than 5 pupils registered; 14 report 26 schools having less than 10 registered; 26 report 184 schools having between 10 and 20; 191 schools registered between 20 and 30 pupils; 164 registered between 30 and 40 pupils; 561 registered between 40 and 50 pupils; 158 registered between 50 and 60 pupils, and 103 registered over 60 pupils.

The cost of supporting a very small school nearly equals that of supporting a large one; and, as school committees and trustees have the power to make arrangements with adjoining districts for the attendance of pupils, the propriety of making such adjustment, and temporarily suspending schools where the average attendance of the previous school year has been less than 10, is suggested.—(Report for 1873, p. 63.)

CROWDED SCHOOLS.

The law makes it the duty of trustees to employ one or more teachers for every 50 scholars in average daily attendance, but in some school districts it is the custom to impose upon one teacher the labor of instructing and governing a much larger number. With a view to the rectification of this evil, it is said that, while no definite rule can be laid down as to the proper number of pupils to be placed under the care of one teacher, in general a school should be small when composed of young pupils. Little children need more of the personal attention and care of the teacher than older ones. Until they receive this, valuable time, strength, and money must be wasted in the most important period of the child's education, between 5 and 10 years, a period which constitutes the entire school life of more than one-third of the children of the State. The superintendent believes that the time is not far distant when primary teachers will not be required to attend to more than thirty pupils, and recommends to the school officers of the State to inaugurate such a change by providing more school-rooms and teachers for the primary grades. He says that, "if there is cruelty and neglect connected with our school system, it is certainly found in overcrowded schools, with over-taxed teachers and uneducated and ungoverned pupils.—(Report for 1873, pp. 66-68.)

SCHOOL ATTENDANCE.

During the last ten years there has been an increase in the school population of over 5,000, but without a corresponding increase in attendance upon the public schools; the tables even show a decrease in the registration and average attendance of the summer and winter schools since 1863. Among the causes assigned for this are: the large number of private schools, which have taken hundreds from the State schools; the establishment of Roman-Catholic schools for children of that denomination; the employment of a large number of children of school age in manufacturing establishments; the increase of an illiterate population by immigration, many of the immigrating parents being willing to have their children grow up in ignorance; and the great increase of truancy in the cities and large towns.

This last is referred to (pp. 94, 95) as an "alarming item," and the attention of the board of education is called to the serious evils resulting from it, which are increasing year by year. The school officers of several towns have, during the past year, made forcible representations of the magnitude of this evil, and asked relief from its certain effects. The great want of the State seems to be an industrial school, independent of any criminal or reformatory institution now in existence. An able committee of the general assembly has this subject under consideration, and it is hoped that measures will be taken by legislative authority to right the wrongs now existing in this direction.—(Report for 1873, pp. 78, 79, 94, 95.)

SCHOOL SUPERINTENDENTS.

Every town in the State promptly responded to the requirement of the law creating this office. In most of the towns the office is well filled, and valuable services are rendered to the schools and to the communities. Several of the superintendents have held meetings for the purpose of addressing the people upon their duties to the schools. These meetings have been well attended, and productive of the desired results. The schools have been regularly visited, teachers' meetings have been held at stated periods, and there has been an improvement in discipline and in methods of teaching.

The salaries of the superintendents vary widely in the different towns, and in some cases are very small in proportion to the time given and the value of the services rendered. So much depends upon wise and careful supervision, that it is very important that the right person should be selected for the work, and that he should receive a fair compensation for performing it.—(Report for 1873, pp. 81-83.)

"Several important meetings of school superintendents have been held at the office of the State superintendent for the discussion of questions relating to the schools, and permanent organization has been formed to hold at least quarterly meetings to consider the various methods of improving the schools."—(Rhode Island Schoolmaster, April and July 1874.)

WOMEN AS SCHOOL OFFICERS.

Notice is taken of the fact that the experience of the last thirty years has proved the wisdom of employing a large number of female teachers, and it is said that there seems to be no reason why women may not, with equal propriety and efficiency, attend to the inspection of schools as school officers, especially in primary, intermediate, and girls' schools. It is believed that, owing to their more thorough insight into the nature, wants, and capabilities of childhood, they are naturally better fitted than men to discharge the duties of this office; and added to natural fitness is the experience which many women have received in the school-room as teachers. To judge of school work and to appreciate its difficulties, none are better fitted than women who have themselves been teachers. Of the public judgment on this point an estimate may be formed from the fact that an examination of school registers shows, on an average, the names of four women to that of one man on the visiting list, practically demonstrating that women have more interest in the schools and more time to devote to them than men.—(Report for 1873, pp. 90-93.)

CHANGE OF STATE SCHOOL COMMISSIONER.

The board of education for the State, in their report for 1874, (pp. 9, 10,) say of this: "A noteworthy occurrence of the year has been the change which has recently taken place in the office of commissioner of public schools. Hon. T. W. Bicknell, who has held the post since 1869, has relinquished it, for the purpose of taking editorial charge of a new periodical, which is to represent the interests of education in New England. His resignation, tendered at the last quarterly meeting of the board, has been reluctantly accepted. Although not a member of the board, the late commissioner has, in his ex-officio relation as its secretary, been closely associated with it, and has rendered valuable aid in its work. Of the trustees of the normal school, he has been one of the most active and useful. And in his own wider field he has labored with a diligence, a wisdom, and a contagious enthusiasm, which, it is believed, have resulted in lasting benefit to the cause with which his name is identified. His removal will be regretted in many quarters and by many persons with whom he has been brought into official relations—by none more than by the members of this board."

"The vacancy caused by the resignation of Mr. Bicknell has been filled by the appointment of Mr. Thomas B. Stockwell, a gentleman hitherto well known as one of the masters of the Providence high school. Mr. Stockwell has been not only a successful practical teacher, but in his connection with the educational journal of the State has been brought into a wide range of relations with those engaged in the work of public instruction as well as with various interests which will in future claim his more immediate and authoritative supervision. He is believed to possess the intelligence, energy, and zeal, tempered by discretion, which will unite to secure success in discharging the various and often delicate duties of his office."

EVENING SCHOOLS.

Nearly five thousand persons attended these schools during the school year of 1872-'73. They enjoyed the best instruction from the most competent teachers, and the interest manifested was often much greater than in the day schools. In the manufacturing towns these schools have, to a certain extent, drawn pupils away from the day schools, the parents sending children to work in the mills and substituting the evening for the day school, to the complete exhaustion of the little ones. This can be remedied by the non-admittance to evening schools of all children under 12 years of age. A suggestion to this effect has been made by the school superintendents of the several towns of the State. The attendance upon the evening schools was only 50

per cent. of the registration, the pupils being mostly persons whose only leisure time is in the evening. Better results may be expected when these schools come to be recognized as a part of the regular educational work, and when the advantages of the education given in them are more fully realized.—(Report for 1873, pp. 83, 84.)

During the year 1873-'74, 12 evening schools were sustained in different towns and cities, having in all an enrollment of 1,193 pupils and an average attendance of 694. The average attendance in most instances was kept low by night-work in factories.—(Rhode Island Schoolmaster, June, pp. 222, 223.)

PUBLIC LIBRARIES.

To encourage the establishment of these important aids to education the last legislature passed an act appropriating annually to each free public library established and maintained in the State \$50 for the first 500 volumes included in such library and \$25 for every additional 500 volumes, provided that the annual payment for any one library should not exceed \$500.

In consideration of this appropriation by the State the board of education is to have the privilege of establishing rules prescribing the character of the books which shall constitute a library to receive this aid, regulating the management so as to secure the free use of the books to the people of the town or neighborhood, and directing the mode in which the sums paid by the State shall be expended. And no library is to receive any benefit from the provisions of the act till satisfactory evidence is given the State board as to the character of the books in it and the acceptance of the rules provided.—(From official documents in the possession of the Bureau.)

CITY SCHOOL SYSTEMS.

PROVIDENCE.*

The number of pupils reported for the year, including 2,074 in evening and 1,200 in vacation schools, is 12,439; the number of regular teachers, 325; and 7 special teachers, 4 for music, 2 for sewing, and 1 for French. The number of schools is 76; 1 high, 7 grammar, 26 intermediate, 29 primary, 7 evening, and 6 vacation.

The condition of the schools "may, as a whole, be regarded as quite satisfactory, when we consider the obstacles the teachers have to encounter in the prosecution of their work. Very many of the rooms are in such a crowded state that it is utterly impossible to teach successfully or satisfactorily." In two of the wards, most of the pupils in the intermediate schools cannot be promoted to the grammar schools for the want of sufficient accommodations.

The superintendent makes the following suggestions concerning a modification of the school system: "No system or plan should be so definite and fixed that it may not be modified to meet existing exigencies. Our true aim should be to give the best education possible to the largest number. The present course of study is arranged for those who intend to complete the whole course in the high school. For them no change is needed, but very many leave before completing the studies of the grammar and not a few even finish their education at the intermediate schools. It is recommended, therefore, that some rooms be set apart for those pupils who are compelled to take a limited course. Children from all but the lowest grades can be admitted, and the course of study can be so changed and modified that the most valuable and practical instruction possible may be given in the shortest time. These schools would also take in a large class who cannot attend regularly any school, but who, for some weeks or months during the year, would gladly avail themselves of common school instruction, were there any schools adapted to their wants and condition. These children have a claim upon us urged by every sentiment of humanity as well as by every dictate of an enlightened policy."

"One of the greatest obstacles to the successful working of the schools is truancy and absenteeism. The number of those who are growing up in ignorance and vice is increasing and youthful crimes multiply in a geometrical ratio." Measures with reference to this subject had been proposed in the city council, and it was hoped that action would be taken without delay.

The sanitary condition of the schools receives considerable attention, and the propriety is suggested of making application to the city council to request the superintendent of health to take measures to test chemically the impurity of the air in the school-rooms. "As the health of nearly 10,000 children is involved in this measure, it is hoped it will receive the consideration which its importance demands."†

* Report of City Superintendent Daniel Leach for 1873-'74.

† A plan for obviating the impurity of air in school-rooms has been suggested by Mr. Leach, and tested in two of the city schools. "The plan embraces four openings of suitable length and width, two on each side of the room and opposite each other, the upper openings being about one foot below the ceiling and the lower ones near the floor. Into each of these openings is inserted a frame of slats three-eighths of an inch thick and half an inch apart, placed at a very acute angle, the upper ones forcing the indrawing current directly against the ceiling and causing its rapid diffusion through the upper

"The sewing department is producing the happiest results. Nearly 600 children are now taught every week to use skillfully their needle. Among the rich fruits of this department should be mentioned with gratitude the fact that more than 400 girls who received there their first and last instruction in the use of the needle are now earning by it from \$4 to \$12 a week."

It is suggested that "it would be well to consider whether the children in the primary schools are not confined too many hours a day, and whether it would not be wise and humane either to shorten one of the sessions or to lengthen the recesses."

Six evening schools were in session twenty weeks, with a total enrollment of 2,074 and an average attendance of 835, which is larger than that of any previous year. The evening polytechnic school, which opened October 13 and closed February 27, is considered deserving of special commendation. On the first evening, 106 pupils presented themselves, and the whole registration reached 347. In the mathematical department, where instruction is given in arithmetic, writing, book-keeping, and commercial forms, there was an average attendance of 33; in the department of architectural drawing of over 40, representing almost every trade. The applications for admission to the department of mechanical drawing were greater in number than ever before, the attendance exceedingly satisfactory, and the interest evinced by the students very gratifying. The course of instruction has been mainly in object-drawing, and the fact that many of the students have sought further training, even at their own expense, shows the impetus that has been given to desire for a most useful branch of knowledge.

NEWPORT.*

The whole number of children of school age in the city is 2,796. Of these, there are reported in public day schools, 1,475; in evening schools, 314; in denominational schools, 540; and in private schools, 264; making a total of 2,593, and leaving only 203 children who are not under instruction. The average per cent. of attendance during the year was 90, the highest per cent. during any one week being 96.5 and the lowest 87, the latter owing to the prevalence of scarlet fever. Notwithstanding this report, the committee regard compulsory education as "of pressing necessity."

An examination of the records for several successive years proves that but little over half the pupils in the intermediate department enter the grammar schools; that not more than 32 out of every 300 in the intermediate schools reach the first grammar grade; and that only 11 out of 300 go through the high school course.

Drawing has come to be so important a part of the common school curriculum that the appointment of a special teacher is strongly urged. The introduction of the Duntonian free-hand series of writing-books has been followed by marked improvement in this department.

Evening schools were continued from December 1 to April 10, two evenings a week. The interest and earnestness shown by those who attended regularly testifies to the wisdom of maintaining these schools.

The crowning act of the school work of the year has been the completion of the Rogers high school building, for which \$100,000 was given by the late William S. Rogers, of Boston. The school was opened September 8, 1873, under the head mastership of F. W. Tilton, A. M., late principal of Phillips Academy, Andover, Mass. Three courses of study, of four years each, have been arranged, viz: A classical course, adapted to the requirements of all American colleges, including the new course of preparation for Harvard; a course in mathematics and the sciences, with laboratory practice; and a general course of higher English, classical, scientific, and mathematical studies, for those who do not desire to pursue either of the special courses. The study of modern languages is a required part of each of the three courses. The number of pupils in the regular courses during the year has been 66. Including those who have taken special courses, the number attending recitations and examinations has exceeded 90.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL, PROVIDENCE.

The school was opened in September, 1871. Number in attendance in 1874, 141. Tuition is free to all pupils who complete the course with the intention of teaching in

atmosphere of the room. The openings are covered with slides moved at will, and held in place by weights suspended over pulleys. The slides enable the teacher to regulate the inflow of pure air so as to preserve uniformity in quantity, whatever be the force of the wind. The lower openings are used only for expelling the noxious air which at times forms a stratum near the floor. But one of these is used at a time, and that opposite to the direction of the wind."

According to the testimony of the teachers in the rooms where this means of ventilation has been tried, it has proved eminently successful, securing greater comfort, better health, and fresher activity in study than has been known in previous years. Excellent as the plan is, however, it does not seem to a reader quite as good as the self-regulating one noticed under the head of Indiana.

* From report of City Superintendent T. H. Clarke, for 1873-74.

the public schools of the State. The normal course lasts two years. A preparatory course has been provided for the benefit of such applicants as are found unprepared to enter the normal one.

Special classes on Saturday enable graduates and others actually engaged in teaching to continue their studies, and as soon as more suitable accommodations are provided for the school it is intended to extend the advantages of these classes to greater numbers. A feature of the school, mentioned by the State superintendent (p. 71) as worthy of special note, is the large number of actual teachers of experience who have come from their school-rooms to secure a more complete training for more successful work.

Enthusiasm in the work of the school has never existed in greater degree than during the past year; consequently intellectual acquisition and increased skill in teaching have, with but few exceptions, been commensurate with the several abilities and opportunities of the pupils.—(Report of Commissioner of Public Schools for 1874, pp. 21-25, and 71.)

TEACHERS' INSTITUTES.

Twelve local institutes have been held, at which the commissioner has been aided by prominent teachers of the State and by experienced institute workers from abroad in his efforts to fully prepare teachers for their occupation. The school officers of the several towns are in harmony with this work and the attendance of the teachers and patrons of the schools has been very encouraging. It is not a common thing, as formerly, for teachers to absent themselves from these meetings when held in the town or county, and those who disregard local or State authority in this matter and evince no desire for improvement must soon give place to more worthy laborers.

The annual meetings of the Rhode Island Institute of Instruction, founded by Mr. Barnard and his collaborators in 1845, have assumed a character of great excellence and influence, and the exercises now draw the great body of teachers and school officers and the most earnest and intelligent friends of education in the State. The meetings of 1873 were the largest and most enthusiastic ever held and testified to the general public interest in the educational questions of the day. Addresses were delivered by Governor Palford; Hon. John Kingsbury, ex-commissioner of public schools; President Robinson, of Brown University; Hon. Henry Barnard; Hon. E. E. White, of Ohio; and others.—(Report of Commissioner of Public Schools for 1873, pp. 88, 89.)

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

According to the report of the State commissioner of public schools for 1874, p. 43, twelve towns and cities in Rhode Island have separate high schools, or schools of an equal grade, either public or private; but no information appears to be given in that report as to total attendance of pupils therein, courses of study pursued, &c.

HIGH SCHOOL, PROVIDENCE.

From the report of the school committee and city superintendent of this city for 1874, pp. 68-102, it appears that the high school has 9 rooms, with 12 teachers—4 gentlemen, 8 ladies—and 393 pupils, 150 boys and 243 girls—an average of 33 pupils to a teacher. The course of study seems to be quite thorough, extending in the classical department, as the examination papers show, to 4 of Cicero's orations against Catiline, and 9 books of Virgil's *Æneid*, with Latin composition, the English and scientific departments embracing English literature, intellectual philosophy, and French, with all the higher mathematical and scientific studies usually pursued in the course of preparation for college.

THE ROGERS HIGH SCHOOL, NEWPORT.

This school, generously endowed by the late William Sanford Rogers, of Boston, was opened in September, 1873, in an elegant building erected for its accommodation. The city of Newport contributed \$30,000 of the cost of this building, in consideration of the fact that tuition in all departments of the institution will be forever free to the young people of Newport.—(State commissioner's report, pp. 91, 92.)

Frederick W. Tilton, A. M., formerly superintendent of schools in Newport and late principal of Phillips Academy, Andover, has been elected head-master, with an ample corps of superior instructors to assist him.

Three courses of study have been arranged: (1) classical, (2) mathematical and scientific, and (3) a general course of higher English, classical, scientific, and mathematical, which is open to persons of either sex who do not wish one of the other two. The classical department is adapted to the requirements of all American colleges, including the new course of preparation for Harvard, recently announced. The study of modern languages is a required part of each of the three courses. The advantages of the school are offered to all persons of the requisite attainments who, while prevented for any

reason from taking a complete course, desire to pursue particular studies.—(Report of school committee, 1873-'74.)

A scholarship of \$1,000 was founded by Mr. Rogers, at Brown University, for the benefit of such graduates of this school as the superintendents of it, with the consent of Mr. Rogers's trustees, may designate.

BRISTOL HIGH SCHOOL.

The net proceeds of an exhibition of this school, which took place in the hall of the new building, have been expended in the purchase of a microscope, a globe, Prescott's Conquest of Mexico, and some apparatus. A fine organ has also been bought for the use of the school.—(Report of school commissioner, 1874, p. 91.)

WOONSOCKET HIGH SCHOOL

Has maintained a steady progress during the year. There has been a gain in the moral as well as in the intellectual condition of the school. The importance of the courses of study adopted two years ago is seen in the continuous attendance of the two lower classes, which now number respectively 20 and 17. Of the advanced pupils, there are several who propose to remain in the school and graduate.—(Report of State commissioner of schools, 1874, p. 94.)

SOUTH KINGSTOWN.

Hon. Rowland G. Hazard, famed for his patronage of institutions of higher learning, has made the liberal offer to this town to erect a high school building, to furnish it with proper apparatus, and to give the grounds upon which it is erected, upon the condition that sufficient funds be raised by the town, or otherwise, to support the teachers of the school.—(Report of State commissioner of schools, 1874, p. 93.)

ACADEMIES AND SEMINARIES.*

Four of this class of schools for secondary instruction, separate from the public school system, report to this Office their statistics for 1874. Two of them are exclusively for the education of girls and two for both sexes. In all there were 28 teachers and 396 pupils, of whom 8 were pursuing English, 224 classical studies, and 48 modern languages; 44 were preparing for the classical course in college. Two of these schools teach drawing and one vocal music; one has a laboratory, two apparatus, and all but one, libraries ranging from 500 to 3,200 volumes.

PREPARATORY SCHOOLS.*

Of these there are five, which report having a total of 43 instructors and 607 pupils: in classical courses, 167; scientific, 34; in other studies, 406. The length of the course is from three to four years. All but one of these schools have laboratories, apparatus, and libraries of 500 to 2,500 volumes; one reports a gymnasium.

BUSINESS COLLEGE.*

Warner's, Bryant & Stratton's Business College at Providence reports an attendance of 302 pupils—gentlemen 250, ladies 52—and 11 instructors; 25 of the pupils were studying German. The library contains 2,600 volumes. The course is one year in duration.

SUPERIOR INSTRUCTION.

BROWN UNIVERSITY.

In addition to the classical and scientific courses, there have been established departments of practical science, including one of agriculture, for the benefit of students who wish to prepare themselves for such pursuits as require especially the knowledge of mathematical and of physical science, and their applications to the industrial arts.

There are two parallel courses of instruction for the degree of bachelor of philosophy, each extending through a period of three years; the one includes classical studies, and the other omits them and substitutes a larger amount of scientific studies.—(Catalogue of Brown University, 1873-'74.)

The report of the president of the university, Dr. E. G. Robinson, dated June, 1873, (p. 7,) states that the need for more and better-appointed dormitories, a fire-proof library building, more convenient and healthful lecture-rooms, and finally of a gymnasium, had then become so pressing as greatly to impede the legitimate work and the natural growth of the university.

The College Courant of May 15, 1874, says that Mr. Horatio Nelson Slater, of Webster, Mass., has given, unencumbered with any conditions, \$25,000 to Brown University, in addition to some \$28,000 previously presented by him.

* Reports to United States Bureau of Education, 1874.

Statistics of Brown University and scientific school.

Name of university.	Corps of instruction.	Number of students.		Property, income, &c.							Number of volumes in library.
		Endowed professorships.		Preparatory.	Collegiate.	Value of grounds, build-ings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	Receipts for the last year from State appropriation.		Aggregate amount of scholarship-funds.
Brown University	15	4	0	253	\$1,500,000	\$657,814	\$41,470	\$23,609	.....	\$55,029	40,000
SCHOOL OF SCIENCE.											
Agricultural and scientific department, (Brown University.) <i>a</i>											

^a No separate organization.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

AGRICULTURAL.

By resolutions of the general assembly of the State, the national grant "for the benefit of agriculture and the mechanic arts" was given to Brown University, and the fund of \$50,000 which has accrued from this grant is, by agreement on the part of the university, devoted to the education of scholars, each at the rate of \$100 per annum, to the extent of the entire annual income. Appointments to these scholarships are made, on the nomination of the general assembly, by the governor and secretary of state, in conjunction with the president of the university.—(Catalogue Brown University, 1873-'74, pp. 31, 32.)

SCIENTIFIC.

As before mentioned, departments of practical science have been established in the university, including, besides agriculture, chemistry as applied to the arts, civil engineering, and mechanical engineering.

Beyond this no special provision for such instruction, or for training in law, medicine, or theology, appears to be now existent in the State. In his report to the corporation, June 26, 1873, however, President Robinson says that, unless he is misinformed, a large number of the intelligent citizens of the State desire a scientific school of high order, in which provision may be made for subschools of design, of drawing, of architecture, of fine arts, &c., with special reference to the furtherance of the industrial interests of the State.

SPECIAL INSTRUCTION.

A session of the New England Normal Musical Institute was held at East Greenwich, lasting from July 15 to August 15. The instruction was under the general direction of Prof. E. Tourjée, of the New England Conservatory of Music. Upwards of 100 students received instruction from some of the most celebrated musicians of the day. The department of vocal music in public schools was in charge of H. E. Holt, of Boston. Addresses and lectures were given upon the various topics connected with vocal and instrumental melody, including church music and the formation and cultivation of the voice.—(Rhode Island Schoolmaster, pp. 184, 331.)

EDUCATIONAL ASSOCIATIONS.

RHODE ISLAND INSTITUTE OF INSTRUCTION.

The twenty-ninth annual meeting of the institute occurred on January 22-24, 1874. The forenoon was devoted to visiting the schools of the city, together with the State Normal School.

The department of higher instruction assembled in high school hall, and listened to a paper by Mr. D. W. Hoyt on the relation of the teacher to modern progress in physical science and preparatory classical studies, and one by Prof. J. L. Lincoln, of Brown University, on preparatory classical studies.

The first paper read before the grammar and primary school section of the convention was by Mr. J. C. Greenough, principal of the State Normal School, on the subject of reading. After the valuable thoughts suggested by it had been discussed, "Elementary geography," by Miss Mary A. Riley, and "Early steps in language," by Miss S. C. Baneroff, teacher in the normal school, followed.

In the evening General Eaton, the United States Commissioner of Education, delivered an address upon the general character of education and some of its pressing needs. The day's exercises closed with the reading, by Prof. Bailey, of Dr. Holmes's re-union poem.

On Friday, after a short address of welcome to the teachers, from President Lyon, a paper, by Mr. J. C. Greenough, on "The use of text-books," was presented and afterward discussed by Rev. A. C. Staples, Prof. S. S. Green, and Rev. Mr. Leach, of Providence. Prof. Bailey gave a lesson on reading, and the way to teach it. Mr. L. W. Russell, of Providence, in a paper upon the question, "How can our schools be improved?" expressed the belief that by the present system too many studies are imposed upon pupils, to the injury of their health; he also advised the presence of women on school boards and more male teachers in the lower grades. In the evening, the president of the institute, Mr. Merrick Lyon, made a brief opening address, and then introduced Lieut.-Gov. C. C. Van Zandt, who gave a vivid description of the schools as they were years ago, comparing them with those of the present. After reading by Prof. Bailey, Rev. Dr. E. G. Robinson, Commissioner Eaton, and Bishop Clark spoke briefly, and Hon. Thomas W. Bicknell, commissioner of the public schools, gave some facts showing the progress of education in the State during the last ten years. The appropriations have been increased, the compensation of teachers is constantly increasing, and permanency and stability are becoming elements in school work. He thought one thing wanted was woman's influence on school boards; another was an industrial school and a good truant-law, if not a compulsory attendance law.

On Saturday a resolution was adopted, approving the proposition to aid the common schools throughout the country by the distribution from the United States Treasury of the net proceeds of the public lands. General Eaton, being called upon for remarks, spoke of the great assistance the Peabody fund had been to education in the South, and of the need still existing for further aid there.

After the reports from committees had been received and officers elected for the ensuing year, remarks were made by President Lyon; Hon. J. Kingsbury, the first president of the institute; Prof. S. S. Green, its second; Hon. Amos Perry, a prominent mover in its establishment, and Rev. E. M. Stone, the historian. Resolutions were adopted thanking participants for addresses and music, and the railroad companies for favors of free return tickets granted by them. It was also "*Resolved*, That, in the influence, counsels, and labors of women in connection with our schools, we recognize one of the most important means for their improvement, and, therefore, we heartily approve of their appointment to constitute in part our boards of school committees." Brief remarks were then made by President Lyon, Mr. Cady, and Mr. Bicknell, when the institute adjourned its twenty-ninth annual meeting, all voting it the most interesting yet held.—(Rhode Island Schoolmaster, February, 1874.)

OBITUARY RECORD.

JOHN KINGSBURY.

Hon. John Kingsbury, of Providence, R. I., died December 21, 1874.

Mr. Kingsbury had been long and honorably connected with school work in the State; was from 1845 to 1856 president of the Rhode Island Institute of Instruction, and from 1857 to 1859 State school commissioner, gaining in both offices high commendation, and, by general consent, stood at least among the leaders, if not actually the leader, of educational affairs and interests in Rhode Island.

Born 1801, in South Coventry, Conn., he came to Brown University to pursue his college studies, and there formed the acquaintanceships which led to his identification with Rhode Island. Graduating with distinction in the class of 1826, he became a teacher in the Providence High School; two years later commenced the Young Ladies' High School, and, for thirty years, had under him for training successive sets of pupils of the best classes in the State.

It was greatly to his credit that, while depending on a private school for his subsistence, he from the first used his best influence for the establishment of the great system of public schools, on which he saw that most of the population would have to depend for a proper training of their children. His zeal for this, as well as his reputation as a teacher, induced the appointment of him as State school commissioner and led to the selection of him by the associated teachers for the presidency, not only of the State Institute, but also of the American Institute of Instruction, an office of even national importance. A Christian man, a noble teacher, an officer most popular and faithful in all trusts, he did a good work both for the country and the State, and has well merited this brief honorary mention.—(History of Rhode Island Institute of Instruction.)

LIST OF SCHOOL OFFICIALS IN RHODE ISLAND.

Hon. THOMAS B. STOCKWELL, *commissioner of public schools, Providence.*

STATE BOARD OF EDUCATION.

Name.	Post-office.
His excellency Henry Howard, governor, ex officio president.....	Providence.
Hon. C. C. Van Zandt, lieutenant-governor, ex officio.....	Newport.
Hon. Thomas B. Stockwell, commissioner of public schools, secretary.....	Providence.
Daniel Leach.....	Providence.
Ezra K. Parker.....	Summit.
Samuel H. Cross.....	Westerly.
Thomas H. Clarke.....	Newport.
Charles H. Fisher.....	North Scituate.
George L. Locke.....	Bristol.

TOWN SUPERINTENDENTS.

Town.	Superintendent.	Post-office.
Barrington.....	Isaac F. Cady.....	Barrington Centre.
Bristol.....	Robert S. Andrews.....	Bristol.
Burrillville.....	William Fitz.....	Burrillville.
Charlestown.....	William F. Tucker.....	Shannoek Mills.
Coventry.....	E. K. Parker.....	Summit.
Cranston.....	.....	Cranston Print-Works.
Cumberland.....	Francis S. Weeks.....	Woonsocket.
East Greenwich.....	Peleg G. Kenyon.....	East Greenwich.
East Providence.....	R. H. Paine.....	Watchemoket.
Exeter.....	Willet H. Arnold.....	Exeter.
Foster.....	George S. Tillinghast.....	Foster Centre.
Gloucester.....	John M. Purkis.....	Chepachet.
Hopkinton.....	S. S. Griswold.....	Hopkinton.
Jamestown.....	Elijah Anthony.....	Jamestown.
Johnston.....	William A. Phillips.....	Olneyville.
Lincoln.....	James H. Lyon.....	Central Falls.
Little Compton.....	Benjamin F. Wilbor, jr.....	Little Compton.
Middletown.....	John Gould.....	Newport.
Newport.....	Thomas H. Clarke.....	Newport.
New Shoreham.....	Giles H. Peabody.....	New Shoreham.
North Kingston.....	A. B. Chadsey.....	Wickford.
North Providence.....	Marcus M. Cowing.....	Providence.
North Smithfield.....	Stephen Phillips.....	Woonsocket.
Pawtucket.....	Andrew Jencks.....	Pawtucket.
Portsmouth.....	George Manchester.....	Newport.
Providence.....	Daniel Leach.....	Providence.
Richmond.....	G. Tillinghast.....	Wyoming.
Scituate.....	J. M. Brewster.....	North Scituate.
South Kingston.....	N. C. Peckham, jr.....	Wakefield.
Smithfield.....	Samuel W. Farnum.....	Georgieville.
Tiverton.....	John F. Chase.....	Fall River, Mass.
Warren.....	S. K. Dexter.....	Warren.
Warwick.....	John F. Brown.....	Natick.
Westerly.....	H. M. Eaton.....	Westerly.
West Greenwich.....	Charles F. Carpenter.....	Summit.
Woonsocket.....	C. J. White.....	Woonsocket.

SOUTH CAROLINA.

STATISTICAL SUMMARY.*

RECEIPTS.

From State appropriation.....	\$300,000 00
From poll-tax.....	59,514 05
From local or school district taxes, (reported as collected).....	106,357 47
From other sources.....	42,675 56
Total.....	508,547 08
Unpaid balance of State school appropriation.....	29,779 71
Net school revenue.....	478,767 37

EXPENDITURES.

For teachers' salaries.....	370,975 07
For sites, building, rent, repairs, &c., of school-houses.....	36,344 56
For fuel, and other incidentals.....	2,650 42
For apparatus, globes, maps, &c.....	451 03
For school furniture.....	1,756 83
For enumeration of school children.....	3,856 78
For all other school purposes.....	15,465 60
Total.....	431,500 34

SCHOOL POPULATION AND ATTENDANCE.

Number of white youth, of school age, in 1873.....	84,975
Number of colored youth, of school age, in 1873.....	145,127
Total.....	230,102
Increase since 1869.....	32,923
Number of white pupils enrolled, (1874).....	44,470
Number of colored pupils enrolled, (1874).....	56,249
Total.....	100,719
Increase for the year.....	15,125

TEACHERS.

Number of white male teachers—from the North, 23; South, 982.....	1,005
Number of colored male teachers—from the North, 21; South, 533.....	554
Number of white female teachers—from the North, 44; South, 673.....	717
Number of colored female teachers—from the North, 15; South, 245.....	260
Total number of teachers—males, 1,559; females, 977.....	2,536
Increase over last year.....	162
Number of third-grade teachers employed.....	872
Number of second-grade teachers employed.....	944
Number of first-grade teachers employed.....	720
Number of State teachers' certificates granted during the year.....	23
Average monthly wages paid male teachers†.....	\$32 81
Average monthly wages paid female teachers†.....	30 39

SCHOOL DISTRICTS AND SCHOOLS.

Number of school districts in 1873.....	429
Number of schools in 1874.....	2,227
Increase for the year.....	196

* From the report for 1874 of the State superintendent of education. Hon. J. K. Jillson, pp. 6-11, 29, 30.

† In Charleston the average was \$133.33 for males and \$39.66 for females. In Chester County, the average for males was \$42.09; and in Fairfield and Sumter Counties, \$35.71 for females.

SCHOOL-HOUSES.

Number of school-houses, (1874).....	2,209
Increase since 1873	192
Valuation of school-houses.....	\$272,986 44
Increase for the year	22,346 50
Number of houses owned by districts.....	576
Number with grounds inclosed.....	306
Number erected during the year	192
Cost of the same.....	\$22,340.50

ELEMENTARY INSTRUCTION.

GENERAL VIEW OF EDUCATIONAL PROGRESS IN THE STATE.

The superintendent reports a hopeful increase of interest in regard to public schools in such localities as he has been able to visit. But few official visits were made by him during the year on account of the lack of any provision for the employment of clerical force in his office.

The largest number of free common schools in any county is 130; the smallest, 30. In three counties the number of schools decreased during the year. Returns from thirty counties show the average number of months the free common schools were in session throughout the State to be five. The greatest average number of months in any county was nine; the least, three. Only in one county was the average as large as nine months, but in five it was as low as three. In Charleston City, schools were in session ten months.

There were erected during the year, 86 school-houses of log and 106 of frame. The material of those previously in existence is as follows: Log, 1,196; frame, 802; brick, 18; stone, 1; 997 of these are reported in good condition, 566 fair, and 445 bad.

On the whole, it is believed that in point of results accomplished, the year has been one of marked improvement and progress.—(Report of State superintendent of education, 1874, pp. 6-22.)

STATISTICS OF COLLETON COUNTY.

A special statement of the statistics of Colleton County, whose report Superintendent Jillson did not receive until his had been completed, adds to the number of school population already given, 10,475; to the number of free common schools, 76—an increase for the year of 13; and to the force of teachers employed, 91; of whom 26 belonged to the third grade, 52 to the second, and 13 to the first. There were 86 school-houses in the county, valued at \$10,747, of which 19 were erected during the year.—(Report of State Superintendent of Education, 1874, pp. 145-148.)

COUNTY COMMISSIONERS.

A majority of the annual reports of county school commissioners, says the superintendent, were made out in a very careless manner and were not forwarded at the time required by law, occasioning him much delay and difficulty in the preparation of the annual report. The commissioners, on the other hand, have, it is mentioned, labored under serious discouragements in not having received their salaries and in not having been provided, in many instances, with suitable office conveniences and incidentals.—(Report, pp. 21, 22.)

TEACHERS.

The unsatisfactory condition of the school system is due, in a very great degree, to the employment of many incompetent, inefficient, and worthless teachers. Too many teachers are found in the schools without the proper spirit for their work. They not only have not given attention to any preparation for their work, but resort to it from motives of personal convenience, and, in many instances, from a consciousness of being unfit for anything else. The fault in this matter lies chiefly with boards of county school examiners. There have been instances where certificates of qualification have been given to persons whose ignorance was glaringly apparent to the most careless observer.

The superintendent is satisfied of the existence of much fraud and wrong, so far as the pay of teachers is concerned. In some counties the teachers complain that they cannot obtain their pay from the county treasurer on the presentation of their certificates, but are forced to dispose of their paper at unreasonable and oppressive rates of discount, to other parties who are doubtless either in collusion with or in the interest and employ of sharks and shavers connected directly or indirectly with the county treasury. Much allowance must be made for persons laboring under circumstances so discouraging.—(Report, p. 76.)

NECESSITY FOR NATIONAL AID.

The superintendent quotes certain resolutions adopted at the meeting of the department of superintendence of the National Educational Association, held at Washington on the 29th of January, 1874, one of which indorses the proposition then under consideration by Congress, to set apart the proceeds of the public lands of the United States

exclusively for the purposes of free education in the States and Territories, the apportionment to be, at least for the present, in proportion to the amount of illiteracy existing in the several States. Superintendent Jillson repeats some remarks made by himself in reference to this subject on the occasion of the meeting referred to, expressing in strong terms his approval of such a disposition of the public lands. While there are States in the Union, he said, which do not need this money, the State of South Carolina needs all the aid it can get to develop its educational interests; and, in his opinion, the salvation of the State, as well as of other States of the South, depends upon the education of the people.—(Report of superintendent, 1874, pp. 22-24.)

PEABODY FUND.

No aid was rendered from the Peabody fund during the school year 1873-'74, except a contribution of \$300 for a school in Spartanburg.—(Report of proceedings of the trustees, 1874.)

LEGISLATION RECOMMENDED.

Superintendent Jillson recommends :

(1) The immediate enactment of such measures as will positively secure the prompt and complete payment of all unpaid balances of past appropriations for educational purposes.

(2) An act authorizing and directing each county treasurer to set aside and retain, out of the funds collected by him on account of State taxes, a sufficient sum of money to cover the apportionment of State school funds made to his county.

(3) A special appropriation of \$5,594.63, for the completion of the Uniform System of School Records, already authorized by law.

(4) An act requiring the county commissioners of each county to furnish the county school commissioner of their county with a comfortable and convenient office and suitable office-furniture, and to supply said officer with fuel, lights, stationery, postage, and such other incidentals as are necessary to the proper transaction of the legitimate business of his office.

(5) An act to fix and define the school year, and to make the same uniform throughout the State.

The school year ought to commence on the first Monday in November, so as to correspond with the beginning of the fiscal year.

(6) An act to increase the annual allowance made to the State superintendent of education for clerk-hire.

(7) An act to authorize the State superintendent of education to appoint county school examiners.

(8) An act to provide for the election of school trustees.

The careful examination of the foregoing recommendations is most respectfully urged, with the trust that they may receive the consideration which they deserve.—(Report of State superintendent, p. 79.)

REMARKS AND RECOMMENDATIONS OF THE GOVERNOR.

Governor Chamberlin, in his inaugural address before the general assembly, delivered December 1, 1874, in referring to educational matters, expresses the belief that there has been on the whole a steady progress since 1870, not only in the number of schools, but also in their efficiency and standard of instruction.

The chief hinderances in reaching more satisfactory results he considers to be the lack of such a general interest on the part of all the people as is essential to an efficient common school system; also, the want of capacity and devotion to their work on the part of the county school commissioners, while the powers of these officers in the management of schools, the appointment of teachers, and the expenditure of school funds in their respective counties are almost absolute, the relations of the State superintendent to them being almost wholly advisory. A careful examination into this feature of the school system is recommended, to ascertain whether any change can be made which will remedy the want of efficiency on the part of county school commissioners. The governor recommends, too, that careful attention be given to the school system in all its features, that no reduction in expenditures for educational purposes be made, and that some further provision for secondary education be made in order to connect the common schools with the university, such as the elevation of one or two common schools in each county to the grade of high schools.—(Inaugural address of the governor, pp. 19, 20.)

In a subsequent communication to the legislature, in transmitting the report of the superintendent of education, the governor called attention, among other facts, to statistics which, as he remarks, "show how far our school system still is from the standard which should be arrived at. First, the total school attendance falls considerably below one-half of the total school population, being about seventeen thirty-eighths. Secondly, the average period during which our schools are in session is only five months. Our constant aim should be to increase the school attendance till it embraces all our school population, and to increase the length of time during which our schools should be in session to eight or nine months in the year.

"The State superintendent calls especial attention to the incapacity of many of the

teachers employed. I agree with him in the fact stated, and in his suggestion of the cause of that fact. The blame rests with the boards of county school examiners, whose duty it is to examine all teachers. These boards consist in each county of the county school commissioner and two persons selected by the county school commissioner. I recommend most earnestly that the appointment of the latter examiners be given to the State superintendent of education. I do not wish to be understood as reflecting upon all our county school commissioners by this recommendation; but, in view of undeniable facts as to the incapacity of some of these officers, I am persuaded that the mode of appointing the examiners should be immediately changed. That being done, I think the primary cause of inefficiency in our school system—the incompetency of teachers—will be almost entirely removed.

"I also renew the recommendation, made in my inaugural address, that high schools be provided for in each county."

He recommends further "that the largest appropriation possible, with a due regard to our financial necessities, be made for all our educational institutions. But, what is quite as indispensable to the success of our school system, I trust that our fellow-citizens generally will take a more active personal interest in the practical working of the system. It is my purpose, during the coming season, to make some personal inspection of our schools in different parts of the State, and to seek, in some public and private ways, to call out and secure a greater interest in our people generally in this subject."—(Journal of house of representatives, (session of 1874-75,) January 12, 1875, pp. 14, 15.)

VIEW FROM AN UNOFFICIAL SOURCE.

In reference to the general condition of education in this State, a writer in *Scribner's Monthly*, Mr. Edward King, says: "The educational prospects throughout the State, except in the large towns, are not very good. In 1873, the schools were much cramped for resources. Not a cent of an appropriation of \$300,000 for educational purposes made in that year reached the schools, and great numbers of them were closed.

"The local school tax of Charleston for 1873 was nearly \$45,000. There are about 2,500 white children in the public schools, and about the same number of colored pupils, for whom separate accommodations are provided. One single edifice for the blacks has room for a thousand scholars. * * * All the free schools are considered exceedingly good. The normal school in Charleston has a fine edifice, and is sending out some excellent teachers. The Peabody Fund has given aid here and there throughout the State to great advantage. There are at least 200,000 children in the Commonwealth, and it is safe to assert that not more than 75,000 have been afforded school facilities."—(*Scribner's Monthly*, June, 1874.)

MISAPPROPRIATION OF SCHOOL FUNDS.

A Mr. Taylor, member of the school committee of Greenville County, states that the county received in 1873 but \$500 of the \$12,252.70 of school funds coming into the hands of the county treasurer. This officer had been convicted of malfeasance in office and sentenced by the court to two years' imprisonment, but before he reached its doors he was pardoned by Governor Moses, and left the country immediately after receiving possession of the school funds, which were paid into his hands by the State treasurer after he was pardoned from serving his term in the penitentiary. As a result, teachers who have been paid only in part for their services for the two preceding years will receive for this year only that which may be obtained, after much delay, from the official bond of the deserting county treasurer. But his bond is only for \$10,000, while the demands against it amount to \$40,000. The governor, who, contrary to the State constitution, has been appointing the county treasurers, has required them to give a bond of only \$10,000, while they collect \$75,000 or \$100,000. The legislature, however, has passed an act requiring them to give larger bonds. With such mismanagement, the statement made by Mr. Taylor further on is not surprising, that "our citizens generally have lost confidence in our free school system; our school-teachers are discouraged; a great many of them will not take a school and trust the State for their salaries, and it is difficult for our free schools to accomplish much with such opposition."—(*National Normal*, May, 1874, pp. 241, 242.)

CITY SCHOOL SYSTEM.

CHARLESTON.

The school commissioners of the city of Charleston, one from each ward, have power to elect a superintendent of city schools: to prescribe his term of office, duties, and compensation: to establish common schools and make all arrangements for them; to employ teachers from among those having certificates, and to dismiss them on sufficient reasons being presented, and to levy, and cause to be collected for school purposes, a sum not exceeding one mill and a half on the dollar on all taxable property in the city—whether annually or not is not specified in the law.

The State superintendent, in his report for 1874, (pp. 18, 19,) gives the following statistics of the city schools from the report of the city superintendent, Rev. Joseph B. Seabrook.

Scholastic population, 12,727, of whom 5,873 are white and 6,854 colored; attendants on public school instruction, 5,512, of whom 3,291 were white and 2,221 colored; increase in school attendance over preceding year, 346. There were 75 teachers employed, all white, and all females, except four. The number of first-grade teachers was 25; of second-grade, 45; of third-grade, 5; increase in the number of teachers over last year, 3; average monthly wages paid male teachers, \$133.33; paid females, \$39.66. The schools were in session ten months during the year.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

The attendance at this school, according to the second annual report of the president and the principal, has increased from 17 pupils at the beginning, to the present month of 38, among whom nine counties of the State are represented.

The school has labored under serious difficulties, owing to the inability of the board to realize the amount appropriated by the general assembly for its support. Of the \$25,000 appropriated for normal school purposes, the board has only been able to draw \$8,593.53, but little more than one-third of the amount, and the credit of the State being well-nigh gone, it was impossible to obtain any necessary supplies, such as school-books, furniture, &c., for the school, except upon payment of cash. Notwithstanding these drawbacks, however, the school, it is stated, has been successful. The standard of admission, it is true, is of necessity much below that adopted by the more advanced States of the North, where the facilities for obtaining a rudimentary education are much better than here, but this can only be remedied through the public schools.—(State superintendent's report, pp. 87-91.)

TEACHERS' INSTITUTES.

There were ten teachers' institutes held during the year in eight counties of the State. At one of these institutes there were 30 persons present; at another, 18; the superintendent has no information as to the number present at the other meetings. He urges the propriety and wisdom of providing for the organization of a State Teachers' Institute, such institute to hold at least one session a year in each county, which the teachers of each county should be required to attend.—(Report of State superintendent, pp. 12, 13.)

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

Superintendent Jillson, in his report for 1874, without mentioning the number of high schools in the State or the studies pursued in them, gives a total, including Colleton County, of 2,848 pupils "engaged in the study of the higher branches." Of these, 175 belong to the city of Charleston.—(Pp. 57, 146.)

ACADEMIES AND SEMINARIES.

Reports have been received from six of these schools, of which four are for the secondary education of girls and two for boys. In all there were 22 teachers and 358 pupils; 334 were studying English branches, 55 classical, and 19 modern languages. One affords instruction in drawing, three in vocal and four in instrumental music; one reports the possession of a chemical laboratory, two of philosophical apparatus, and three of libraries, numbering, respectively, 54, 400, and 600 volumes.

HOLY COMMUNION CHURCH INSTITUTE, CHARLESTON.

This institution receives boys 10 years of age and upwards. There are two courses, classical and English. The catalogue does not mention the number of pupils pursuing each course, but states that most of the graduates have taken an English course only, and are now engaged in business. Since the opening of the school, in 1863, about 30 have been prepared for college, most of whom have received scholarships in various colleges, generally in the North.

The institute, incorporated in 1871, was established in 1867, and has thus far been sustained by the personal exertions of Rev. H. T. Porter, a clergyman of the Protestant Episcopal Church, who, in his mourning for one of his own, taken by death, was moved by pity for the condition of other boys who would have been the schoolmates of the one taken away, but who, orphaned and rendered destitute by the war, were growing up entirely without educational advantages. Though possessed of no means beyond what were sufficient to procure daily bread for his family, Mr. Porter felt called to the work which he saw needed so much to be done; and, believing that he would be sustained in it, immediately began to seek out the objects of his solicitude, taking them into his own home to educate them. The history of this noble undertaking, with all the hopes and fears with which it was fraught, the sore embarrassments, and assistance often coming at the last moment, is as thrilling as any romance, besides having all the genuine interest of truth. In brief, by unremitting effort on the part of Mr. Porter, who personally solicited aid from the charitable, principally at the North, receiving the donations of the rich and the no less valued mites of the poor in aid of the cause, the institution has attained a solid foundation, with accommodations for

about 100 pupils in the home, and has now a permanent fund of \$24,000 in personal bonds. The annual expenditure is from \$17,000 to \$18,000; income from all sources, about \$8,000; the remaining \$9,000 is secured by contributions of friends.

The school attached to the home is open to day pupils, as well as to the inmates, and its hours conform to those of other schools of the city. The number of pupils in 1874 was 192—i. e., 100 day scholars and 92 boarders; the total number since the commencement of the school, including day pupils, about 1,200. Of the 92 boarding pupils in 1874, about 50 were kept gratuitously, and of the day pupils about 30 received free tuition. For those children whose friends are able to pay, the terms, including board, tuition, washing, doctor's bills, and all other expenses, except books and clothing, are \$20 per month. For day pupils the tuition per month is, in the classical course, \$5; in the full English, \$3; primary, \$2.—(Catalogue for 1874, and circular-reports to the United States Bureau of Education.)

SUPERIOR INSTRUCTION.

UNIVERSITY OF SOUTH CAROLINA, COLUMBIA.

The general assembly, at its session in 1873-'74, passed an act which establishes 124 scholarships in the university. Applicants for these scholarships are to be selected by the boards of county school-examiners, after competitive examination before them under the direction of the State superintendent of education. Those selected by the county boards are again examined by the State board of examiners, who make the award of the scholarships. The faculty of the university have decided that these two examinations shall not exempt any one from the usual examination for entrance into the university. Each scholarship is for a term of four years, during which the holder will receive \$200 per annum. The scholarships are apportioned to the counties in the proportion of the number of representatives in the general assembly to which each is entitled. Students admitted on scholarships may take either the classical or scientific course, of four years each. In addition to these an English course of two years has been arranged. A preparatory school is connected with the university.—(Catalogue for 1874.)

The practical operation of the act establishing State scholarships has been, it is stated, far from favorable. Under it boys have been received as State scholars who are not entitled, either by reason of poverty, merit, or scholarly attainments, to receive the bounty of \$200 annually provided by the State.—(Report of State superintendent of education, 1874, pp. 15-17.)

Mr. Edward King, in *Scribner's Monthly*, June, 1874, (p. 158,) says, in respect to the revolution at this university caused by the entrance of the first colored student, the secretary of state: "I saw the book from whose lists the white students had indignantly erased their names when they saw the secretary's round, fair script beneath their own. The departure of the old professors and scholars was the signal for a grand onward movement by the blacks, and a great number entered the preparatory and the law schools.

"The university attained its present title in 1866. It was founded as a college at the beginning of the century, but now consists of ten distinct schools, and is rich in libraries and apparatus for scientific studies."

CHARLESTON COLLEGE.

Of this college the writer in *Scribner* before referred to says, (p. 159:) "The Charleston College is still in operation. It was chartered in 1795, and has graduated many distinguished men. The establishment of the museum of natural history at the college was first suggested by Agassiz in 1850, and is to-day, although a portion of the collection was burned in war-time, one of the finest in the country."

CLAFLIN UNIVERSITY, ORANGEBURG.

The charter of Claflin University provides that "no student shall be refused admission to, or denied any of the privileges of, the university on account of race, complexion, or religious opinions." The courses of study are classical, scientific, normal, and theological.

The *College Courant* of August 29, 1874, stated that the Rev. E. Cooke, D. D., formerly president of Wilbraham Academy, Massachusetts, had been elected president of Claflin.

WOFFORD COLLEGE, SPARTANBURG.

The same paper, in its issue for May 16, 1874, says that the alumni society of Wofford have succeeded in raising \$50,000 towards repairing the endowment lost during the war.

ERSKINE COLLEGE, DUE WEST.

This college, under the control of the Associate Reformed Synod of the South, in its catalogue for 1873-'74, reports 60 students, of whom 43 are in the collegiate department, 15 in the preparatory, and 2 pursuing a scientific course. The preparatory course occupies two years, the collegiate four.

FURMAN UNIVERSITY, GREENVILLE.

(Baptist.) Here are seven schools, which are so arranged as to enable the student to pursue, to the best advantage, any particular course he may select and to whatever extent he may desire. The university has an educational fund of about \$10,000, the interest of which is to aid young men who are preparing for the ministry.—(Catalogue for 1872-'73.)

NEWBERRY COLLEGE, WALHALLA,

Under the control of the Evangelical Lutheran Synod, has collegiate, preparatory, and primary departments.

COLLEGES FOR WOMEN.

Reports have been received from four institutions for the superior instruction of women, having in regular college studies a total of 345 students and in preparatory courses 69, with 34 professors and instructors. All but one of these schools are authorized to confer academic degrees; all teach music—vocal and instrumental—drawing, and French. Painting is taught in 2 and German in 1; 3 have chemical laboratories, 2 philosophical apparatus, and 3 libraries of 300 to 500 volumes.—(Reports to United States Bureau of Education.)

Statistics of universities and colleges, 1874.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship-funds.	
Clafin University.....	4	0	156	0	\$40,000	0	0	0	0	0	600
College of Charleston.....	2	0	0	0	50,000	\$200,000	\$12,000	\$1,000	0	\$33,000	10,000
Erskine College.....	2	0	8	64	20,000	45,000	3,600	0	\$0	0	a12,500
Furman University.....	3	0	0	50	75,000	150,000	10,000	0	0	0	0
Mt. Zion College *.....	1	0	43	0	15,000	0	0	0	0	0	0
Newberry College.....	6	0	42	12	0	0	0	350	0	1,400	a5,500
University of South Carolina.	10	0	117	42	300,000	0	0	0	50,000	0	a28,342
Wofford College.....	7	0	70	103	100,000	50,000	0	66,103	0	0	a15,000

* From report of Commissioner of Education for 1873. a Includes society libraries. b Receipts from all other sources.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

In the State University a scientific course runs parallel with the classical, and secures to those who pursue it satisfactorily the degree of Ph. B. For entrance on it, students must stand an examination in algebra up to radical quantities, and are recommended to read also four books of Cæsar's Commentaries.—(Catalogue for 1874.)

At the Clafin University, which occupies the buildings formerly belonging to the Orangeburg Female College, the State Agricultural College has been established, and a course of scientific study arranged for, with original essays and discussions on agricultural subjects and lectures on practical agriculture, formation of soils, rotation of crops, fertilizers, drainage, &c.—(Catalogue for 1873.)

LEGAL AND MEDICAL.

Training in these lines is provided for in the colleges of law and medicine connected with the State University at Columbia, students in which must be prepared in the ordinary branches of a good English education, and, it is said, "ought also to have a sufficient knowledge of Latin and Greek to enable them to comprehend the meaning of the legal and medical terms used in the text-books."—(Catalogue for 1874.)

THEOLOGICAL.

Theological department of Claflin University.—This was first started in Charleston, and transferred here on the formation of the university. A number of its students are already in the traveling connection of the Methodist Church, and several of them are among the most promising and successful members of the South Carolina Conference, while over forty have been usefully engaged in school-keeping.—(Catalogue for 1873.)

THEOLOGICAL SEMINARY OF THE PRESBYTERIAN CHURCH, COLUMBIA.

Though belonging to the Presbyterian Church, this seminary is open to students of every denomination. The regular course of study embraces a period of three years, but an additional course of a year is provided for those who wish to extend their studies.—(Catalogue, 1873-74.) The College Courant of November 14 quotes from the Southern Presbyterian the statement that this seminary has educated, in whole or in part, 444 ministers of the Gospel; that of the 107 ministers and licentiates of the Synod of South Carolina, 81 were trained here; and that, since its organization, the ministry of the Presbyterian Church in the State has grown from 47 to 107.

SOUTHERN BAPTIST THEOLOGICAL SEMINARY, GREENVILLE.

This institution was established in 1859, by general co-operation of Southern Baptists, its object being to furnish to Baptist ministers, whether they have had a collegiate education or not, whatever theological training they may need, the theory of the Church being that the ministry must not be confined to such as have enjoyed superior advantages for mental culture; but that every one who proposes to be a preacher shall be encouraged to gain the most thorough education in his power, while all, whatever general cultivation they may possess, are urged to a diligent study of religious truth, and are examined as to their acquaintance with this before they can be ordained. The seminary thus furnishes to college graduates ample facilities for studying the Scriptures in the original and for pursuing all the branches of a complete theological education; and to such as have only a good English education the opportunity of studying the Scriptures in the English version, and full theological instruction in all other respects.

Pastors on leave of absence are received for one session, when they have the opportunity of pursuing whatever studies they may be fitted for.—(Catalogue of seminary, 1872-73.)

Statistics of schools for scientific and professional instruction.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.	
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.		
SCHOOL OF SCIENCE.										
South Carolina Agricultural College and Mechanics' Institute, (Claflin University).	2	.....	20	4	.....	\$130,000	\$12,000	.....	.....	.....
SCHOOLS OF THEOLOGY.										
Baker Theological Institute, (Claflin University.)	.....	.....	9	2	.....	.....	.....	.....	.....	.....
Southern Baptist Theological Seminary	5	.....	60	3, 4, 5	\$30,000	.....	17,000	.....	5,000	.....
Theological Seminary of the General Assembly of the Presbyterian Church in the United States.	5	.....	57	3	.....	.....	.....	.....	18,573	.....
SCHOOL OF LAW.										
Law department, University of South Carolina.*	4	.....	16	.....	.....	.....	.....	.....	.....	.....
SCHOOLS OF MEDICINE.										
Medical College of the State of South Carolina.	7	.....	53	.....	20,000	0	0	\$2,500	.....	.....
University of South Carolina, (medical department.)*	4	.....	8	.....	.....	.....	.....	.....	.....	.....

* From Report of Commissioner of Education for 1873.

SPECIAL INSTRUCTION.

INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

This institution is still in a state of suspension. The general assembly appropriated for its support during the fiscal year ended October 31, 1874, the sum of \$10,000; but, as the institution was not in operation during the year, no portion of the sum was drawn. An appropriation of \$15,000 for the fiscal year commenced November 1, 1874, is recommended by Superintendent Jillson, and also that the institution be removed to Columbia and there reopened, the present location being regarded as unfavorable.—(Report of State superintendent, 1874, p. 18.)

LIST OF SCHOOL OFFICIALS IN SOUTH CAROLINA.

Hon. J. K. JILLSON, *superintendent of education, Columbia.*

COUNTY SCHOOL COMMISSIONERS.

County.	Commissioner.	Post-office.
Abbeville	J. F. C. Du Pré	Abbeville Court-House.
Aiken	William H. Lawson	Aiken.
Anderson	Thomas P. Benson	Anderson Court-House.
Barnwell	B. W. Middleton	Blackville.
Beaufort	S. D. Gilbert	Beaufort.
Charleston	P. P. Hedges	Charleston.
Chester	Frank P. Loyd	Chester Court-House.
Chesterfield	Charles A. Malloy	Cheraw.
Clarendon	L. A. Benbow	Wright's Bluff.
Colleton	John W. Burbridge	Walterboro'.
Darlington	Joshua E. Wilson	Florence.
Edgefield	A. W. Simkins	Edgefield Court-House.
Fairfield	William J. Crawford	Winnsboro'.
Georgetown	S. B. Gipson	Georgetown Court-House.
Greenville	James H. Taylor	Greenville.
Horry	John J. Best	Conwayboro'.
Kershaw	James Edwards	Camden.
Lancaster	Joseph Clark	Lancaster Court-House.
Laurens	Pratt S. Suber	Laurens Court-House.
Lexington	David Counts	Lexington Court-House.
Marion	M. K. Holloway	Marion Court-House.
Marlboro'	Frank S. Hazle	Bennettsville.
Newberry	Henry B. Scott	Newberry Court-House.
Oconee	Isaac Wickliffe	Walhalla.
Orangeburg	Thomas Phillips	Orangeburg Court-House.
Pickens	Robert A. Bowen	Pickens Court-House.
Richland	C. J. Carroll	Columbia.
Spartanburg	W. H. Richardson	Spartanburg Court-House.
Sumter	Timothy J. Tuomey	Sumter Court-House.
Union	D. A. Townsend	Union Court-House.
Williamsburg	Henry H. Mouzon	Kingstree.
York	C. A. King	Yorkville.

TENNESSEE.

STATISTICAL SUMMARY.*

SCHOOL FUND.

Amount of available school fund.....	\$2,512,500 00
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RECEIPTS.

Interest on permanent fund.....	150,750 00
Total from taxation.....	750,290 87½
From other sources.....	97,418 23
Total	998,459 10½

EXPENDITURES.

Sites, buildings, and furniture.....	\$101,875 98
Salaries of superintendents.....	37,023 64
Salaries of teachers.....	769,459 75
Miscellaneous or contingent.....	69,017 09
Total	977,376 46

Expenditure per capita of school population.....	\$2 09
Expenditure per capita of school enrollment.....	3 40
Expenditure per capita of average attendance.....	5 47

SCHOOL POPULATION AND ATTENDANCE.

Number of boys of school age, (6 to 18 years).....	216,134
Number of girls.....	204,250
Total school population.....	420,384
Number enrolled in schools.....	258,577
Average daily attendance.....	161,089

TEACHERS.

Number of teachers—gentlemen, 4,227; ladies, 1,324.....	5,551
Number necessary to supply the public schools.....	6,000
Average salary of teachers per month.....	\$33

ELEMENTARY INSTRUCTION.

HISTORICAL REVIEW OF THE SCHOOL SYSTEM OF THE STATE.

The school law of 1867 was the first legislative experiment towards the establishment of a thoroughly-appointed State system of public instruction in Tennessee. Prior to the civil war the interest upon the school fund, amounting annually to \$90,000, had for many years been ratably distributed among the several counties of the State for the maintenance of free schools, but the sums thus realized by the school districts were so inconsiderable, and the provisions made for the profitable use of the money so imperfect, that but little good was or could be accomplished. The schools thus maintained for a few weeks in the year, and taught usually by incompetent persons, were not looked to by the people as sources of instruction for their children, but rather as temporary eleemosynary establishments, at which the children of poor people might enjoy a scanty charity in the shape of bad primary instruction. Owing to many reasons, prominent among which might be mentioned the political and social disorder prevailing throughout the State, the school law of 1867 was not acceptable to the people. It was supplanted by that of 1870, which virtually remitted the whole subject of popular education to the several counties, without imposing any obligations upon them to take action in the premises. All State levies upon property for school purposes were repealed, and a tax retained upon polls of only fifty cents. The law of 1870, says Superintendent Fleming, was not inspired by hostility to public schools, but was believed to be the best that the temper of the public mind and the disordered financial condition of the State would then warrant. Though accepted by many of the friends of education in that spirit, and though embracing many excellent features, the law practically failed because of its inherent weakness as a whole. Though well designed for local applica-

* From returns received from State superintendent, Hon. J. M. Fleming, 1874.

tion where it might chance to be earnestly put in force, there was no sanction of State authority for the enforcement of the law. True, a subsequent act provided that the State treasurer should be superintendent of public instruction *ex officio*; yet he was a superintendent without a charge and without authority. No special duties were imposed upon him, for even the office of State superintendent was ignored by the school law itself, no one of its provisions having any relation to any such functionary. Nevertheless, the treasurer, moved by an interest in the public welfare and aided through the liberality of the Peabody board of trustees, engaged an assistant, who, during the year 1872, spent much time in an endeavor to excite public interest in the cause of public schools. The result of that year's school operations is presented in the report of Colonel Killebrew. From this it appears that of the 93 counties in the State only 29 levied any tax whatever for school purposes, and in some of these the tax was only nominal. It is estimated that during 1872 not one-fifth of the scholastic population of the State had any means of education. "In some of the counties," says the report, "there was not a single school, public or private, in operation, nor were there any efforts being made by the citizens to remedy the deficiency;" and finally, it is said, "the system of public instruction now in operation is a farce, and utterly devoid of vitality." The vital objections to the system of 1870 were that it secured no unity of action; it failed to lay a basis for a lively interest in school matters; it was totally destitute of energy, and liable to be terminated in any county at the pleasure of the magistrates, and its provisions to secure statistics were inefficient and unreliable.—(Report of State superintendent, 1874, pp. 5, 6.)

WORKINGS OF THE PRESENT SYSTEM.

The superior advantages of the present system appear from a glance at the tabular statements of its results. But even this system has not been subjected to such experiment as fully to test its merits. The officers of the administration were generally inexperienced, and lacked familiarity with the detailed requirements of the law. The times have not been propitious for the projection of any enterprises that depended upon public taxation for support. Agricultural products have been shortened by drought, and commercial operations of all descriptions have been embarrassed by unusual financial distress. Added to this, the agitation of the so-called supplemental civil-rights bill was hurtful to a degree that cannot well be estimated. But, in spite of these inauspicious and damaging influences, the statistics of school operations, as shown in the statistical statements, demonstrate that on the whole the present law is wisely constructed, and needs only some prudent modifications to render it successful in its general practical application.—(Report of State superintendent, 1874, pp. 7, 8.)

LACK OF COMPETENT TEACHERS.

One of the chief difficulties encountered at the outset was in the procurement of competent teachers for the public schools. In many of the counties but few schools had been maintained for several years, and a large proportion of the schools of the State had been conducted by incompetent teachers, and to secure those of proper qualifications seemed an impossibility. It was not practicable to establish at once as high a standard of qualification as it is hoped to attain after a few years of experience and progress, yet some advance has been made by more strict instructions to county superintendents touching the mode of examining and licensing school-teachers, and further steps in the same direction are contemplated.—(Report of State superintendent, p. 13.)

SCHOOL DISTRICTS.

In accordance with a provision of the school law, the school districts of the State have been incorporated as towns for the purposes intended. Comparatively few, however, have levied a special district tax as provided by law, and, in one or two instances in which taxes have been so levied, the collection of the tax has been resisted by judicial proceeding, upon the alleged unconstitutionality of that part of the law conferring the right of taxation upon school districts as incorporated towns. The question has not yet been decided by the courts.—(Report of State superintendent, 1874, p. 14.)

STATE AND COUNTY SUPERINTENDENTS.

The superintendent says, "Without any known probability of being 'my own successor,' I may be permitted to say that the offices of State and county superintendents are absolutely necessary to the successful operation of the public school system. Without them it would be headless and armless, a mere impotent organization, if, indeed, it could maintain the character of an organization at all. The fact that some county superintendents have been, perhaps, incompetent and neglectful of their duties does not by any means furnish an argument against the office. On the contrary, it will be found that although in those counties in which the superintendents have been incompetent or derelict the schools have languished and gone down, still, where the opposite condition has prevailed, the schools have flourished correspondingly. Such

an officer is indispensable, and should be sufficiently compensated to enable him to devote his time to the desired work."

A defect in the law is referred to, viz, that it makes no provision for supplying a vacancy in the office of county superintendent. The State superintendent has held, and so decided, that the power in the county court to elect the superintendent carries with it the right to fill a vacancy. Still there is no authority for filling a vacancy when a superintendent resigns during court vacation, and the result has been, in several cases, that counties have been for nearly three months without superintendents. To remedy this it is suggested that the judge or chairman of the county court be authorized to fill vacancies occurring in vacation; and also that, in case a county court refuses to elect a superintendent, the school directors of the county be authorized so to do.—(Report of State superintendent, 1874, p. 15.)

REPORTS FROM THE COUNTIES.

The utterances of the county superintendents in their reports to the State superintendent of instruction afford often one of the best means for judging of the educational condition of a State. With this view the following extracts from a few of the reports from counties are presented. One superintendent, writing from the hills not far from Knoxville, says: "The county is poorly furnished with school-houses, and this is a great drawback to the present schools. There are probably not more than a dozen houses in the county that are fit to teach in, the remainder being from poor to very poor." Another, in the center of the State, but still among the hills, writes: "Our school-houses are generally in a dilapidated condition, not at all suited for winter schools." A third and fourth report, "houses generally in bad repair;" a fifth, "many destroyed during the war, and what few remained, neglected, and now wholly unfit for comfort and accommodation;" a sixth, "the school-houses as a general thing leaky log-cabins, with stick-and-dirt chimneys, and indifferently furnished—in fact, none well furnished." And yet all these men speak hopefully as to the prospect for the future, while in more favored localities we read of a great awakening of public sentiment in favor of free schools, of the rapid building of new and better school-houses, of scholars eagerly improving their new school advantages, of teachers trying to work up to the higher requirements of these times, and of there being ample reason for hopefulness and animation, if only county courts will do their duty in ordering proper levies for the support of schools. It is at this point that the chief present hindrance to advancement seems to lie, the courts often refusing to direct the levy of a local tax, and the issue being short school terms, with too frequently unpaid teachers.—(State report, pp. 35-140.)

PRIVATE SCHOOLS.

An effort was made by the superintendent to obtain full statistics of the private schools taught within the State during the year. The returns, however, he states, were so incomplete and unsatisfactory as to have no statistical value.

Harmonious relations have been preserved between the private and public schools, with comparatively few exceptions. The superintendent has uniformly recommended consolidation with good private schools in all cases in which the public funds were not sufficient to supply the educational demands of communities, but he forbade the pro-rata distribution of school moneys to parents and guardians with permission to send their children to whatever school they might select. Two modes of consolidation have been recommended: First, that the directors should contract with the proprietors or teacher of the private school at a stated salary per month, to give free instruction in the elementary branches to all children of lawful school age within the subdistrict, for so long a time as the public funds at such rate would last. Secondly, that the school directors should themselves contract to take entire control of the private school, making it free as to the branches prescribed in the school law, paying the teacher a stated salary per month, and themselves collecting tuition for the higher branches for the benefit of the school. The latter mode is regarded as preferable, in all cases in which it may be practicable.—(Report for 1874, p. 22.)

AID RECEIVED FROM PEABODY FUND.

The agent of the Peabody fund, Dr. Sears, has aided the State to the full extent of his ability, sympathizing in its efforts to build up a permanent system of free elementary education. During the year covered by this report (1874) the aggregate sum of \$34,000 was furnished from this fund, and the superintendent states that in no instance has any recommendation of aid from his office, within the prescribed limits, been refused by Dr. Sears. The schools receiving assistance numbered 62, the amounts ranging from \$300 to \$2,500. These schools have generally flourished, and furnished examples of what well-regulated public schools may accomplish.—(Report of State superintendent, 1874, pp. 116, 117, 118.)

CITY SCHOOL SYSTEMS.

NASHVILLE.

Here the total scholastic population is 8,851, of whom 5,759 are white and 3,092 colored. The number of pupils enrolled is 3,656; average attendance, 2,520; number of schools in the city, white, 26; colored, 7—total, 33. Number of teachers employed, male, 16; female, 54—total, 70. Average number of months taught, 10. Average per month paid teachers, \$68. Amount expended during the year for school purposes, \$75,172.52. Rates of city tax for school purposes, on polls, 50 cents; on property, 20 cents per hundred dollars. Cost of instruction per pupil on number belonging, \$22.07.

City Superintendent S. Y. Caldwell reports as follows: In addition to the studies prescribed by the State law, vocal music, drawing, French, and German are taught. The financial condition of the schools is better than it has been before since the war, and pupils, parents, teachers, and school officers have co-operated most harmoniously for their success. A fine building for 400 pupils has been completed within the year, and a larger and finer one is in process of construction. The course of study has been thoroughly revised and extended one year in the high school. The teachers have made creditable advances in professional improvement, and, altogether the year has been a most successful one for the schools.—(Report for 1874, p. 144.)

MEMPHIS.

No report having been received from Mr. Pickett, the city superintendent, the State superintendent gives the following from the county superintendent of Shelby County:

Scholastic population: white, 6,479; colored, 3,902—total, 10,381. Number of pupils enrolled, 5,823; average attendance, 2,749. Number of schools in the city: for white, 52; for colored, 12—total, 64. Number of teachers employed: males, 7; females, 62; whites, 56; colored, 13—total, 69. Average number of months taught during the year, 10. Average per month paid teachers, \$80.33. Total expenditures for school purposes during the year, \$94,316.02.

Much embarrassment was experienced here in getting the schools organized in the fall of 1873, because of the prevalence of yellow fever, by which two members of the school board, four of the teachers, and many pupils were swept away.—(Report for 1874, pp. 143, 144.)

KNOXVILLE.

Alexander Baird, jr., superintendent. Scholastic population: white, 1,313; colored, 516—total, 1,829. Number of pupils enrolled, 1,102; average attendance, 779.63. Number of schools in the city: for white, 11; for colored, 2—total, 13. Number of teachers employed: whites, 16; colored, 5, of whom all but 2 are ladies. Average number of months taught during the year, 10. Average per month paid teachers, \$37.85. Expenditures for school purposes, \$9,552.56.

The city superintendent reports that the public schools, which have been in operation three years, have more than met the expectations of the citizens. A central high school is in contemplation. Night schools have been established for the benefit of those who cannot attend day schools.—(Report for 1874, pp. 142, 144.)

CHATTANOOGA.

City superintendent, H. D. Wyatt. Scholastic population: white, 1,471; colored, 908—total, 2,379. Number of pupils enrolled, 1,582; average attendance, 1,468. Number of schools in the city, 7, of which 3 are for colored children. Number of teachers employed, 20, of whom 18 are white and 2 colored, 5 are gentlemen and 15 ladies. Average number of months taught during the year, 9. Average per month paid teachers, \$49.16½. Total expenditures during the year for school purposes, \$20,542.40.

The city superintendent reports that the school system, though only two years old, is thoroughly organized, with an efficient board of ten members, five of whom are chosen annually for two years. A course of study is in operation, consisting of eight grades, modeled after the most approved methods, and it has been attended with gratifying results.—(Report for 1874, pp. 141, 142.)

TRAINING OF TEACHERS.

PROPOSED STATE NORMAL SCHOOL.

The need of an institution for the education and training of teachers will appear from what has been said regarding the difficulty of procuring competent teachers. Appreciating this fact and the condition of the State, Dr. Sears, two years ago, proposed to appropriate annually the sum of \$6,000 for the support of a State normal school in Tennessee, provided the State would appropriate a like amount for the same purpose. A bill for the establishment of the school upon the terms proposed passed the senate, but, owing to the crowded state of the calendar, was lost in the house. Dr.

Sears renews his proposition for the coming year, and it is hoped the legislature will avail itself of such valuable aid. *—(Report of State superintendent, p. 21.)

At the meeting of a teachers' institute, held in Washington County, a resolution was adopted petitioning the legislature to establish a normal school in each division of the State.—(National Normal, p. 238.)

TEACHERS' INSTITUTES.

For the better instruction of teachers in the theory and practice of teaching, the plan of holding ten teachers' institutes was projected through the co-operation of the State superintendent and a committee of the State Teachers' Association. There being no provision in the school law for their support, Dr. Sears, upon application, appropriated \$1,000 for the purpose. The results were, in most cases, highly satisfactory. At Cleveland, in East Tennessee, there was an attendance of 70 teachers, 20 school directors, 7 county superintendents, the members of the Cleveland bar, and other friends of education. The teachers were enthusiastic, and in most cases the classes were large and interesting. At Knoxville, the attendance on the meetings, the enthusiasm of the teachers, and the general interest manifested demonstrated the success of the meetings. The enrollment of teachers exceeded 100, besides school directors, lawyers, doctors, editors, and prominent business men. In Middle Tennessee, the aggregate number of school officers and teachers present at the institutes was 219, making an average at each of nearly 55. The attendance of the public, though at some points not so large as was hoped, was generally encouraging, and sufficient to indicate that the people are beginning to direct their attention to educational reforms and to the introduction of uniformity and system into methods of education. At Shelbyville, the attendance, both of teachers and of the public, was larger than at any other point. In West Tennessee the institutes were held at an unfavorable time, and the attendance, therefore, was light. Still the earnest and intelligent zeal for the public school of those who did attend and the spirit of liberality shown by the people, inviting all to free homes during the week, spoke well for institutes and free schools when existing obstacles shall be removed.

In addition to the regular institutes, numerous county institutes and teachers' meetings were held. These meetings, says the superintendent, have not cost the State and county school funds a dollar, and they deserve to be encouraged and provided for by law.—(Report for 1874, p. 19, and appendix, pp. 201-205.)

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

No information respecting this class of schools is given in the report of the State superintendent. In several of the reports from county superintendents, printed with his, reference is made to high schools as existent or as possible centers of county or district school systems, while in one instance a private school is designated by this term; but in no case is there an indication either of the number of high schools in a county, of the number of pupils in such schools, or of the character of the studies pursued by these pupils.

Reports from Chattanooga and Nashville show, in the former, a female high school, with 7 teachers and 250 pupils, and in the latter, one, apparently for both sexes, with 5 teachers and 152 scholars. The course in this had been revised during 1873-74, and one year's studies added to the curriculum.

OTHER SECONDARY SCHOOLS.

Seven private schools for boys, 9 for girls, and 30 to which both sexes are admitted, making in all 46 devoted mainly to secondary training, report to the Bureau for 1874 a total of 289 instructors and 4,866 scholars, of whom 624 are said to be engaged in classical studies and 230 in scientific, while 667 were looking forward to a collegiate course. Sixteen of these schools teach drawing, 22 vocal music, 21 instrumental music, and 15 report libraries of from 100 to 4,000 volumes. One of this class, reporting for 1873, and believed to be still existent, had 10,000 volumes in its library. Besides, 2,022 students appear in the preparatory departments of colleges.—(Returns to Bureau.)

BUSINESS COLLEGES.

Four such institutions in this State report, for 1874, 10 instructors and 554 students, 52 of whom were females, and 25 engaged in studying German. One of these institutions has a library of 387 volumes; another, one of 2,000. The regular course in all the four appears to be one year.—(Returns to Bureau.)

* It is understood, though not from official sources, that the University of Nashville is to perform the work of a normal school for the State.

SUPERIOR INSTRUCTION.

The superintendent reports statistics, more or less complete, received from 33 colleges, universities, and seminaries in the State. Of these, 14 appear to be colleges and seminaries exclusively for women, while 3 are for the colored race.

All but 2 of the 18 colleges and universities mentioned are reported as having power to confer degrees. The statistics from these two do not embrace this point.

EAST TENNESSEE UNIVERSITY AND STATE AGRICULTURAL COLLEGE, KNOXVILLE.

The average attendance of pupils here was 250; the members of faculty, 18. The receipts from tuition and other college fees, \$4,102.50.

From an article in the Tennessee School Journal of May, 1874, (p. 99,) the following account of the early history of this institution is taken:

East Tennessee University was chartered [as a college] by the legislature of the State in 1807, as one of the two colleges for the maintenance of which 100,000 acres of land were appropriated by the legislature, in accordance with an agreement entered into between Tennessee and the United States concerning certain disputed lands. The university derived a further endowment from the property of Blount College, which was merged into it on condition of its establishment at Knoxville. Owing to various circumstances, only about \$40,000 were realized from the 100,000 acres of land. The failure to receive the funds from this land, with other causes, seriously retarded the progress of the university. After the suspension caused by the war, collegiate exercises were resumed in 1866 in the building for the asylum of the deaf and dumb, the college property having been occupied for some years by the United States Army, and left in such a damaged condition that it could not be used. In 1869 the college received the agricultural college fund, and was organized as the Tennessee Industrial College. Since 1871, it has steadily advanced in usefulness and in the public commendation. The number of students in attendance in 1871-'72 was 238, in 1872-'73 was 271, and during 1873-'74 has been 317, of whom about 84 were in the college proper.

Two large brick buildings for the accommodation of students have been added, as well as several new houses on the college farm. A corps of competent instructors in all departments of academic learning, scientific and classical, especially in branches relative to agriculture and the mechanic arts, is in active duty.—(Tennessee School Journal, May, pp. 99, 100.)

CUMBERLAND UNIVERSITY, LEBANON.

(Cumberland Presbyterian.) The catalogue for 1873-'74 gives a total attendance of 352 pupils, of whom 70 were in preparatory and 94 in classical studies.

CENTRAL TENNESSEE COLLEGE, NASHVILLE.

(Methodist Episcopal.) Mainly for freedmen. An academic department, for English education; a normal, for training teachers; a preparatory school, and a classical collegiate course. The number of pupils for 1873-'74 was 262, of whom 139 were gentlemen and 123 ladies. The college has \$10,000 promised it towards an endowment, provided an equal amount be raised.

MARY SHARP COLLEGE, WINCHESTER.

(Baptist.) Reports a total attendance of 189 pupils, with 10 teachers. In regular college classes there were 96, in irregular courses 51, and in preparatory 25.—(State report, p. 209, and College Courant, July 25, 1874.)

STEWART COLLEGE, CLARKSVILLE.

(Presbyterian.) A regular college course, with biblical course. Average attendance, 125. This college, with all its endowments, franchises, &c., to the amount of nearly \$200,000, is to be absorbed by the Southwestern Presbyterian University, which will be opened September 1, 1875.—(College Courant, June 27, 1874, p. 11.)

UNIVERSITY OF THE SOUTH, SEWANEE.

(Protestant Episcopal.) Total attendance, 1873-'74, 230 pupils, in 10 collegiate "schools" and grammar school. The Mobile Register makes the statement that a wealthy gentleman of New York has offered to build for this university a library in every respect the equal of that of the college of Princeton, N. J., and that the offer has been accepted.—(College Courant, November 28, p. 249.)

HIWASSEE COLLEGE, MONROE COUNTY.

(Methodist Episcopal South.) A letter from the president, dated May 29, 1874, gives the enrollment for 1873-'74 as 136—15 more than any former year, the pupils being from ten different States of the Union. The college conferred three degrees of A. B. at its last commencement, one of A. M. on a graduate of the class of 1869, and

D. D. upon Rev. David Sullins, the popular president of Sullins College, Bristol. Location, seven miles from Sweetwater, on the East Tennessee, Virginia and Georgia Railroad.

BETHEL COLLEGE, M'KENZIE.

(Cumberland Presbyterian.) A new building, erected not long since, has capacity for 300 to 400 students. Both sexes admitted. A college course of four years for males, embracing a fair classical training; one for females, embodying essentially the same studies, but with less advance, and with the liberty of substituting French authors for Greek; and a French course, which may be completed in two years.—(College catalogue.)

GREENEVILLE AND TUSCULUM COLLEGE, GREENEVILLE.

With a preparatory and a regular collegiate department, there is here a thorough text-book study, and then a review by subjects, without regard to text-books, in the English studies. In the ancient languages, there is a drill in ancient geography, history, and mythology, to accompany the study of the Latin and Greek authors. Hebrew, French, and vocal music are elective studies.—(College catalogue.)

MARYVILLE COLLEGE, MARYVILLE.

(Presbyterian.) On the Knoxville and Charleston Railroad, sixteen miles from Knoxville. For both sexes, with an English department, a preparatory, a regular collegiate, and a ladies' course.—(College catalogue.)

VANDERBILT UNIVERSITY, NASHVILLE.

A donation of \$100,000, additional to the \$500,000 previously given, was received from Mr. Vanderbilt in 1874, for the purpose of securing the completion of the university buildings in accordance with plans already approved by him. No portion of this is to be used for the purpose of getting the university under way, but it is to be expended exclusively on the buildings, adding materially to their architectural beauty. The work of raising an endowment-fund for the university is progressing.—(Home and School Journal, pp. 283, 475.)

The university is located in the western suburbs of Nashville, on a plot of ground covering seventy-five acres. The main building, which will be completed by the spring of 1875, will cost over \$100,000. By the terms of the endowment only one-half the sum donated is to be expended on buildings, grounds, and furniture, the remainder to be preserved intact and the interest only used in carrying on the institution. There are now in course of building seven houses for professors; and, besides this, there were two commodious dwellings bought with the grounds, one of which will be used as a professor's dwelling, the other by young men studying for the ministry.

The co-education of those who look to the Christian ministry with young men who look to other vocations in life is to be a feature of the Vanderbilt University plan, and one which it is believed will prove mutually beneficial.

Mr. Vanderbilt made his donation through Bishop McTyeire, of the Methodist-Episcopal Church South, and one of its few conditions was that he should consent to act as president of the board of trustees.

He considered the geographical position of the State of Tennessee and its capital, its communications with the world, its population, its climate and productiveness, and its relations to the great and growing Southwest, and decided, for the greatest good to the South and West, to establish the institution here. His great and practical wisdom in this selection of the State and the capital of Tennessee for the seat of such an enterprise conveys a compliment that the people will appreciate.

The university will open formally in the fall of 1875 in its four departments—literature and science, theology, law, and medicine. Classes in the latter two departments have already been formed and are in course of instruction.—(Report of State superintendent for 1874, pp. 211, 212.)

UNIVERSITY OF NASHVILLE, NASHVILLE.

This institution, the oldest in the State, and among the oldest in the country, has a preparatory academy, a collegiate department—embracing, like other southern universities, nine "schools"—and a military department. As before stated, arrangements are said to have been made for normal training, with a view to elevation of the teaching standard in the State. For other departments, see "Professional instruction."

FISK UNIVERSITY, NASHVILLE:

This university had 12 teachers and 256 pupils in 1874. It is mentioned as a fact worthy of note that, during the year 1873, at least 110 of the students taught schools on an average $5\frac{1}{2}$ to 6 months, and the president of the university thinks the statistics now being gathered for 1874 will show an increase over last year in this respect.—(Report of State superintendent for 1874.)

The institution has been in existence only eight years, and there are now in the college course three classes—the freshman, sophomore, and senior.

The year has been the most prosperous one since the founding of the university, taking into account the teaching-work done and the success of the Jubilee Singers in raising \$50,000 in England.—(College Courant, June, p. 281.)

In addition to the \$50,000 which the Jubilee Singers have secured for Fisk by their concerts in Great Britain, \$2,000 have been contributed from different sources to furnish forty students' dormitories, and over \$1,000 for a library. Mr. Gladstone, Dean Stanley, Mr. Spurgeon, and others have also given books. The Quakers have subscribed \$1,100 for a set of philosophical instruments, while the town of Hull has presented a portrait of Wilberforce, to be placed in the university at Nashville. Mr. John Crossley, the great carpet-man, is to carpet the rooms.—(Christian Union, April 29, 1874.)

A PROPOSED BAPTIST UNIVERSITY.

The Baptists of the State held a convention in Murfreesboro', in the spring of 1874, for the purpose of concerting measures for the unification of their educational interests and the endowment of a university. The municipal government and citizens of Murfreesboro' pledged \$50,000, besides the grounds and buildings of Union University, valued at \$50,000, for the institution, if located there.—(College Courant, April 25, 1874, p. 20.)

COLLEGES AND SEMINARIES FOR WOMEN.

Of the 14 institutions of the above class reported by the State superintendent, 8 are authorized to confer collegiate degrees, 5 do not report upon this point, and 1 confers the degree of "mistress of polite literature." From the report, only 2 appear to be under the control of religious denominations. Only 8 report their statistics of attendance, and in these there was an aggregate of 1,032 pupils, with 67 professors and teachers.—(Report of superintendent, 1874, pp. 207-213.)

Statistics of universities and colleges, 1874.

Names of universities and colleges.	Corps of instruction.		Endowed professorships.		Number of students.		Property, income, &c.						Number of volumes in library.
					Preparatory.	Collegiate.	Value of grounds, build-ings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship-funds.	
Beach Grove College	5	0	106	18	\$30,000	\$0	\$0	\$1,600	\$0	\$0	0		
Bethel College	4	.....	105	49	12,000	.....	.....	3,500	.....	.....	a346
Bradyville College .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Central Tennessee College	14	.....	262	.....	45,000	.....	.....	993	.....	.....	800
Christian Brothers' College	19	0	90	61	40,000	0	0	9,100	0	0	a120		
Cumberland University	9	.....	70	94	20,000	.....	.....	5,000	.....	.....	a6,000
East Tennessee University	17	0	87	47	150,000	396,000	22,000	2,925	623,390	0	a3,989		
East Tennessee Wesleyan University	8	0	46	44	15,000	0	0	2,800	0	0	a1,500		
Fisk University	6	0	53	12	.....	0	0	.....	0	0	1,000
Franklin College .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Greenville and Tusculum College	11	0	192	8	8,000	596	59	900	0	.....	a7,000	
Hiwassee College	4	.....	107	33	12,000	.....	.....	.....	.....	.....	1,222
King College	5	c2	40	.....	18,000	25,000	1,530	1,500	0	.....	.....
Manchester College .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maryville College	6	.....	131	48	60,000	13,300	798	2,500	.....	.....	2,000
Mosheim Male and Female Institute	4	.....	80	19	2,500	.....	.....	900	.....	.....	d200
Stewart College	6	0	75	65	75,000	85,000	5,100	4,200	0	0	a3,500		
University of Nashville	13	.....	156	30	150,000	100,000	6,000	10,000	0	.....	a10,000
University of the South	18	.....	137	125	150,000	50,000	.....	21,800	.....	.....	a6,300
Vanderbilt University	10	.....	.....	.....	300,000	300,000	21,000	.....	.....	.....	.....
West Tennessee College*	4	.....	f100	.....	30,000	.....	.....	.....	.....	.....	.....
Woodbury College .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of Commissioner of Education for 1873.

a Includes society libraries.

b From agricultural college endowment, for students in science and agriculture. See report of that department.

c Partially endowed.

d Society library.

e Buildings not completed; departments to be opened October, 1875.

f Students unclassified.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

AGRICULTURAL, MECHANICAL, ETC.

The department of agriculture at the East Tennessee University is substantially the agricultural college of this State. Out of the 313 students in it at the close of 1873-'74 the State appointees number 211. The trustees complain, however, that a large proportion of these have had so little preliminary training as to require preparation for the college proper, and that too many are looking to other professions than those for which it is the main object of the college to prepare its pupils.

During the first two years the agricultural and mechanical courses are the same with the classical. With the junior year they branch off from it, and students pursuing them devote special attention to those physical and mechanical studies which prepare for successful agricultural, engineering, and like engagements.—(Report of trustees for 1874.)

THEOLOGICAL.

The Nashville Normal and Theological Institute (Baptist) has, in addition to a normal, a scientific, an academic, and a classical course, a department of biblical instruction, not sectarian or denominational; and, as soon as the advancement of the students shall make it necessary, a course of theological studies is to be arranged. It is especially designed for colored students.—(Circular for 1874-'75.)

A theological department exists at the Central Tennessee College, Nashville, with one female in its corps of 21 students, resident professor, and 7 lecturers; Methodist Episcopal.—(College catalogue.)

At Cumberland University, Lebanon, provision is made for theological training in preparation for the ministry of the Cumberland Presbyterians.

There are theological students also at Fisk University, Nashville, preparing for work among the colored people.

LEGAL.

The law school of Cumberland University appears to be the only one at present in operation in the State.

MEDICAL.

The medical department of the Nashville University closed its twenty-fourth course of lectures February 15, 1874. Its clinical instruction is given in the wards of the St. Vincent's Hospital and of the State prison hospital.

Statistics of schools for scientific and professional instruction.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fee.	
SCHOOL OF SCIENCE.									
Tennessee Agricultural College, (East Tennessee University.)	.....	.....	446	4	.....	.....	.....	.....	.....
SCHOOLS OF THEOLOGY.									
Nashville Institute	5	.....	110	.....	\$40,000	\$0	\$0	.....	600
Theological department of Central Tennessee College.	7	.....	21	3	.....	.....	.....	.....	800
Theological department of Cumberland University.	4	1	12	2	15,000	15,000	1,000	.....	.....
SCHOOL OF LAW.									
Law department of Cumberland University.	2	.....	87	.....	.....	.....	.....	\$7,000	.....
SCHOOLS OF MEDICINE.									
Department of medicine and surgery, (Vanderbilt University and University of Nashville.)	8	.....	210	.....	250,000	.....	.....	15,000	.....
Tennessee College of Pharmacy	5	.....	31	2	.....	.....	.....	1,200	200

a Also 83 preparatory students. For other statistics see report of the university.

SPECIAL INSTRUCTION.

TENNESSEE SCHOOL FOR THE BLIND, NASHVILLE.

The returns from this institution for 1874 give the following view of its condition: Number of instructors and other employes, 6; of blind employes and workmen, 2; of pupils admitted since the opening of the school, 158; present number, 46; receipts from State appropriation for the year past, \$45,000; expenditures for the same period, \$50,000.

The employments taught are broom-making, sewing, chair-seating, fancy knitting, and housework.

The volumes in the library are 623 in common print and 325 in raised letters.—(Special returns to Bureau, January 1, 1875.)

TENNESSEE SCHOOL FOR DEAF AND DUMB, KNOXVILLE.

There were here, for 1874, 7 professors and instructors, besides 1 semi-mute and 136 pupils, of whom 81 were males and 55 females. The branches taught were the same as those taught in the common schools. The State appropriation for the year was \$27,800; the fees from pupils were \$150; the expenditures for the same period, \$28,000. There is a library of 225 volumes, increased during the year by an addition of 25. Seven acres of land are possessed, on which, "to a limited extent," the pupils are taught agriculture; and the value of grounds and buildings is put at \$150,000.—(Special returns to Bureau, December 4, 1874.)

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

Besides several State teachers' institutes held during the year, a semi-annual meeting of this association was held at Knoxville, June 16 to 18, 1874. The real work began on Wednesday, June 17, with a paper from Superintendent H. D. Wyatt, of Chattanooga, on the "Essentials for the professional teacher," such as knowledge, method, and enthusiasm; the knowledge called for being knowledge of mind, knowledge of the subjects taught, and knowledge steadily extending as the grade of the students to be trained advances; the method, a calm and even regulation of the school machinery, that no jarring in its movements may occur; and the enthusiasm, not that of a heated brain, but of a heart warm with the conception of a great work to be accomplished, and with a real, earnest love for it.

A paper on "English universities," by Prof. William A. Smith, of Columbia, was next in order, and gave interesting descriptions of Oxford, Cambridge, University College, and Edinburgh. It contained the following: "By recent advices from an intelligent writer, we learn that instruction in Iceland is entirely theoretical, and hence stands just where it did five hundred years ago; whereas in the United States it is eminently practical, and thus is useful in every-day affairs. This is what we call the new education, and it should let theory and practice go hand in hand to the accomplishment of the highest results."

Prof. H. H. Smith, of Shelbyville, was the next essayist, on "Public schools economically considered." He stated that not only were public schools cheaper than any private schools, but that graded schools were cheaper than any other form of public schools, economizing labor, fixing attention steadily on definite points, and reaching higher planes of education at less expense than they could be reached by means less fully methodized. But, cheap or not, he claimed that no State, especially no Southern State, could afford not to educate her children. In the words of an eminent Georgian, "Utter prostration awaits the South unless her people are educated." The uneducated must ever be hewers of wood and drawers of water to the more enlightened.

In the evening, Professor Sharp, of Maryville, opened the discussion, on "The relation of normal schools to an efficient system of public schools." He said that public schools might be compared to an army organization, having a commander-in-chief, subordinate officers, and privates. The officers might be all right, and yet a body of illy-drilled, poorly-disciplined privates could thwart their best-laid plans. The teachers in this case were the privates. On them depended the success of the warfare against ignorance. The discipline to make them effective in their work must be a training in the proper methods of performing it. This must be had through normal schools. As there are schools of law, of medicine, and theology, to prepare men for what are called the learned professions, there must be schools in which to prepare young teachers for proper methods of discipline and of instruction. In answer to a question, "Would normal schools always make good teachers?" he said, no; a school of law does not always make good lawyers, nor a school of medicine good doctors. All that can be looked for was that they should do the best which could be done with the material presented. The effect of normal schools on the educational system of the State, he held, would be large and salutary. Trained teachers going out into vari-

ous localities, would have an influence on other teachers there; would form and lead in teachers' institutes; would impart their methods to those not educated in the normal school, thus quickening the slothful, informing the ignorant, and elevating the standard in the schools. From better schools, too, better scholars would be turned out, and thus the influence would spread continually till it was felt throughout the State.

On Thursday, the 18th, the first subject for discussion was, "Should free instruction in the public schools be limited to the elementary or common branches?" Prof. Bartlett, of Maryville, took the affirmative of this, urging that the grand object of free instruction was to fit all to be good citizens under a free government; that a fair knowledge of the common branches would fit people for good citizenship; and that, for anything beyond this, private energy and private liberality might be relied on. Superintendent J. R. Dean, of Bedford County, took the negative, and held that the feature in the present school law providing for instruction in the higher branches by means of local taxation, was an admirable one, placing the responsibility respecting high school training on the people, letting neighborhoods that wished for it obtain it, and stimulating study in the lower schools by the vision of a higher platform to be reached through it.

The afternoon was given to a discussion, first, on the co-education of the sexes, and, next, on the grading and classifying of county schools; the evening, to addresses of a popular character on education; after which the association adjourned to meet in the city of Nashville in December. Of this December meeting no report has been received.—(Mainly from Tennessee School Journal of July and August, 1874.)

LIST OF SCHOOL OFFICIALS IN TENNESSEE.

Hon. LEON TROUSDALE, *State superintendent of public instruction, Nashville.*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Anderson.....	R. N. Baker.....	Clinton.
Bedford.....	John R. Dean.....	Shelbyville.
Benton.....	J. M. Castile.....	Camden.
Bledsoe.....	Thomas O. Brown.....	Robertson's Cross-Roads.
Blount.....	W. H. Henry.....	Maryville.
Bradley.....	W. L. Cate.....	Chatata.
Campbell.....	Frank Richardson.....	Fincastle.
Cannon.....	A. G. Brandon.....	Readyville.
Carroll.....	A. F. Estes.....	Huntingdon.
Carter.....	H. C. Boyd.....	Carter's Depot.
Cheatham.....	George F. Murff.....	Ashland City.
Claiborne.....	J. A. Irwin.....	Tazewell.
Clay*.....		
Cocke.....	W. H. Seffey.....	Newport.
Coffee.....	Madison Parker.....	Beech Grove.
Crockett.....	J. P. Parker.....	Bell's Depot.
Cumberland.....	Thomas C. Center.....	Crossville.
Davidson.....	R. W. Weakley.....	Nashville.
Decatur.....	James M. Porterfield.....	Decaturville.
De Kalb.....	J. T. Trapp.....	Smithville.
Dickson.....	L. L. Leach.....	Charlotte.
Dyer.....	H. Harrison.....	Dyersburg.
Fayette.....	R. W. Pitman.....	Somerville.
Fentress.....	Stephen H. Pile.....	Pall Mall.
Franklin.....	H. G. Hampton.....	Cowan.
Gibson.....	W. C. Oliver.....	Rutherford Station.
Giles.....	R. P. Yancey.....	Pulaski.
Grainger.....	Ben. R. Legg.....	Tate Springs.
Greene.....	J. C. Park.....	Greenville.
Grundy.....	John Scruggs.....	Tracy City.
Hamblen.....	H. M. Sherwood.....	Whitesburg.
Hamilton.....	W. M. Beene.....	Sale Creek.
Hancock.....	A. J. Seal.....	Sneedville.
Hardeman.....	S. J. Cox.....	Saulsbury.
Hardin.....	James M. Walker.....	Savannah.
Hawkins.....	Ellis Cocke.....	Rogersville.
Haywood.....	W. T. Byars.....	Brownsville.
Henderson*.....		
Henry.....	W. B. Van Cleave.....	Paris.
Hickman.....	J. A. Cunningham.....	Centerville.
Houston.....	J. M. Parchment.....	Cumberland City.
Humphreys.....	J. C. Tulloss.....	Waverly.
Jackson.....	R. H. Washburn.....	Gainesboro'.
James.....	R. K. Watkins.....	Coltswah.
Jefferson.....	Samuel Anderson.....	Daudridge.
Johnson*.....		
Knox.....	T. C. Karns.....	Knoxville.

*No report of election in 1873.

List of school-officials in Tennessee—Concluded.

County.	Superintendent.	Post-office.
Lake	L. Donaldson	Tiptonville.
Lauderdale	H. T. Hanks	Ripley.
Lawrence	William C. Davis	Lawrenceburg.
Lewis	O. T. Plummer	Newburg.
Lincoln	W. A. Gill, jr.	Fayetteville.
Loudon	J. A. Mitchell	Loudon.
Macon	J. S. Wooten	La Fayette.
Madison	J. D. Mason	Jackson.
Marion	C. H. Vann	Jasper.
Marshall	W. W. Walker	Lewisburg.
Maury	James H. Wilkes	Columbia.
McMinn	Joseph Janeway	Mouse Creek.
McNairy	T. F. Sanders	Purdy.
Meigs	V. C. Allen	Decatur.
Monroe	J. R. Stradley	Hiwassee College.
Montgomery	N. L. Whitfield	Clarksville.
Moore	W. A. Cole	Lynchburg.
Morgan	R. O. Taylor	Wartburg.
Obion	W. F. Shropshire	Troy Station.
Overtown	J. M. D. Mitchell	Livingston.
Perry	John W. Lewis	Farmers Valley.
Polk	Jacob Milburn	Benton.
Putnam	H. S. Boyd	Cookville.
Rhea	John E. Pyott	Sulphur Springs.
Roane	C. R. Love	Kingston.
Robertson	James L. Watts	Springfield.
Rutherford	A. G. Brandon	Readyville.
Scott*		
Sequatchie	A. D. Stewart	Dunlap.
Sevier	D. G. Emert	Sevierville.
Shelby	John Somervell	Memphis.
Smith	W. T. Taylor	Carthage.
Stewart	J. R. Laurence	Indian Mound.
Sullivan	W. H. Giesler	Union Depot.
Sumner	H. H. Marshall	Goodlettsville.
Tipton	William Page	Covington.
Trousdale	J. L. Carson	Enon College.
Union	A. L. Miller	Sharp's Chapel.
Van Buren	G. B. Johnson	Rocky River.
Warren	R. R. Womack	McMinnville.
Washington	H. Presnell	Jonesboro'.
Wayne	Charles M. Thompson	Martin's Mills.
Weakley	B. J. Roberts	Ralston Station.
White	W. S. Findlay	Sparta.
Williamson	J. N. McDonald	Franklin.
Wilson	T. H. Freeman	Mt. Juliet.

* No report of election in 1875.

TEXAS.

STATISTICAL SUMMARY.*

PERMANENT SCHOOL FUND.

Amount in bonds.....	\$2,564,202 95
Amount in currency.....	24,654 14
Amount in specie.....	42,815 73
Total.....	2,631,672 82

AVAILABLE SCHOOL FUND.

Amount in bonds.....	12,000 00
Amount in currency.....	939,043 50
Amount in specie.....	177,893 85
Total.....	1,128,942 35

RECEIPTS.

Apportionment from State fund.....	499,930 50
From deficiency school tax.....	4,638 72
From "1 per cent." school tax.....	6,809 22
From building tax.....	511 71
From other sources.....	28,231 32
Total receipts in 1874.....	540,171 47

EXPENDITURES.

Paid teachers on their claims.....	180,724 57
Paid for rents.....	1,066 50
Paid for building and repairing school-houses.....	25,059 39
Total amount expended.....	206,850 46
Total amount of warrants issued teachers for salaries.....	612,878 67

SCHOOL POPULATION AND ATTENDANCE.

Scholastic population, May 1, 1874.....	269,451
Number enrolled in public schools.....	98,308
Number enrolled in private schools.....	4,331
Whole number under instruction in the State.....	102,689

TEACHERS AND TEACHERS' PAY.

Number of male teachers employed.....	1,822
Number of female teachers employed.....	672
Whole number of teachers.....	2,494
Average pay of male teachers per month.....	\$63 00
Average pay of female teachers per month.....	47 00

SCHOOLS AND SCHOOL TERM.

Number of public schools in the State.....	2,129
Number of private schools.....	132
Average number of months schools were in session.....	4
Average cost per pupil for term of four months.....	\$6 23

SCHOOL-HOUSES.

Number of school-houses built during the year: log, 9; frame, 18; brick, 1; stone, 1.....	29
Whole number of school-houses in the State: log, 312; frame, 309; brick, 8; stone, 44.....	673
Total value of school-houses and grounds.....	\$162,895 00
Total value of miscellaneous school property.....	10,703 00
Number of volumes in school libraries.....	1,100

* From report of Hon. O. N. Hollingsworth, State superintendent of public instruction, for the school year ended August 31, 1871.

ELEMENTARY INSTRUCTION.

EDUCATIONAL PROGRESS FOR THE YEAR.

The reports from seventy-seven counties show that about 75 per cent. of the scholastic population received four months' tuition in the public schools. Estimating the attendance in counties not reporting at 60 per cent., the total attendance for the year would be 161,670 out of a scholastic population of 269,451. This exceeds the highest attendance reported during any former year, by 32,123. Most of the schools have been kept open for four months, and in many of the counties where there have been active county superintendents, the schools have been conducted with perfect satisfaction, and the possibility of efficient and popular public free schools in the different communities has been fully demonstrated. The management and condition of these schools are believed to be as good as those of the best private schools in the State, while the cost of tuition is much less. The average cost per month per pupil is \$1.56, and it is thought that this can be still further diminished.

The superintendent notes with gratification encouraging evidences, in some counties, of a return of public confidence to the cause of free education. The extent of this confidence is in exact proportion to the energy and zeal displayed by county school officers in the execution of the law and the management of school affairs. In some counties schools have been organized in every district and the doors of the public school-houses opened to every child in the county, thus furnishing evidence of efficiency on the part of the school officers and of a hearty co-operation and liberal support upon the part of the people. In many other counties schools have been only partially organized, leaving many districts entirely destitute, owing in some instances to the neglect of school officers, in others to the antagonism of the popular sentiment, and, in still others, to the sparsity of population, want of suitable school-houses, and similar unavoidable causes.

The superintendent says of the public schools of the past year, that, while their most earnest advocates cannot claim that they have accomplished all that they might have done, their most bitter opponents cannot deny that they have been a success. "Failures have occurred, disappointments have been realized, yet aggregate results demonstrate a degree of success that justifies the hope of that popular indorsement which will guarantee permanency and growth."—(State report for 1874, pp. 9, 10, 64, 65, 70, 71.)

FINANCIAL CONDITION.

The superintendent says that the statement of receipts and expenditures cannot be taken as showing the financial condition fully. A balance of \$432,154 was still, at the date of the report, (December 1, 1874,) due on the salaries of teachers for last year. This was to be supplied by a deficiency tax, to be levied by the boards of directors in the school districts, which tax the superintendent believed was then being collected. It is recommended that stringent rules be adopted concerning the collection of the "1 per cent." tax. In many counties fraud have been discovered in the receipts and disbursements of this tax, sufficient to create a strong suspicion that throughout the State this fund has been misapplied.

In some instances the tax levied for payment of teachers' salaries and for repairing and building school-houses has been used in payment of rents; for the future rents are to be paid only when it is impossible to procure a school-building without, and then the "1 per cent." tax is to be used. The renting system is ruinous, adding a fourth to school expenses.

One of the great hindrances to the success of the public school system is the want of money to pay teachers. County superintendents find this their greatest trouble.

The appropriations for the current year have been in many instances entirely inadequate, and some items fall considerably below what is required by law. No appropriation whatever was made for the salaries of county superintendents, though these officers are regularly at work. An increased one for the current year is asked, and the finance committee is urged to examine closely as to the necessity for the amounts specified.—(State report for 1874, pp. 41, 42, 73, 74.)

APPORTIONMENT FOR THE PAYMENT OF TEACHERS.

The sum of \$500,000 was appropriated by the thirteenth legislature for the payment of teachers for the year ended August 31, 1874. The apportionment of this sum to the counties should have been made in December, 1873, but was not done on account of the incomplete and defective census returns. This failure to pay teachers promptly, together with the failure to notify school officers of the amount of State school fund that they might expect, did more to retard the progress of schools and weaken public confidence in the system than all other causes combined. To remedy this evil as far as possible, the fourteenth legislature passed an act authorizing the State superintendent to apportion the \$500,000 on May 1, 1874, on the basis of the latest scholastic returns and the best data on file in the office of the department of education at that date. The scholastic population, as reported May 1, 1874, was 269,451, which gave a per capita apportionment of \$1.83½ for four months.—(State report for 1874, pp. 13, 14.)

CIRCULAR-LETTER OF THE STATE SUPERINTENDENT.

A circular-letter of Hon. O. N. Hollingsworth, State superintendent of education, addressed to the county superintendents and other school officers of Texas, in April, 1874, asking for their hearty co-operation in carrying out the provisions of the school law, says:

"Trustees are authorized to employ teachers at reasonable rates. They may either agree on a monthly salary or a monthly rate for each pupil. Due care should be exercised in this regard, as the salary must be in part paid by the State and in part by the inhabitants of the district. The school must continue, when opened, for four consecutive months, unless some cause intervenes that renders this impracticable. In such cases, the remainder of the term may be taught at a subsequent period. The \$500,000 appropriated for payment of teachers for the scholastic year ending August 31, 1874, when apportioned, would allow less than \$2 to each child, from the State fund. The balance necessary to support the public schools for four months must be raised by special taxation in each district. Presidents of boards of school directors are ex officio county superintendents, and as such their pay-accounts will be approved at the rate of \$4 per day for every whole day. Parts of days may be included. County superintendents may receive pay for as many as thirty days in such capacity and as many as twenty days as member of board of directors.

"When a free school is blended with a private school, according to the provisions of section thirty-seven, act of May 22, 1873, the principal of such school must receive pupils within the scholastic age free of charge. The number of pupils which he will be allowed to receive and the control and supervision of the school will be regulated by the board of school directors. The pay of such principal, for services in the free school department, will be fixed by the board of trustees of the district."—(American Journal of Education for May, 1874.)

SCHOOL DISTRICTS.

One of the greatest difficulties in the administration of the public school system has grown out of the disposition of directors to create a multiplicity of independent school districts, thus weakening the power and efficiency of the system by innumerable divisions. To obviate this difficulty the superintendent suggested the annulling of all former action in this matter, and the division of counties into school districts corresponding in boundary with the magistrates' precincts. In order to preserve the representative spirit of the law, it was recommended that the legal board of trustees for each district appoint, as coadjutors to themselves, three local trustees for each school in operation. In most of the counties the directors were ready to adopt the plan suggested, and their action has, with one exception, given satisfaction.—(State report for 1874, pp. 15, 16.)

PEABODY FUND.

Mr. Sears, the agent for the Peabody fund, in reply to a letter from the State superintendent regarding aid for Texas, says: "I think I have, as yet, paid no money to Texas, except \$1,000 paid to San Antonio in 1869." Four schools are to receive aid during the current year, two \$450 each, and two \$300 each, making a total of \$1,500. Mr. Sears adds: "I think we shall be able to respond to most good calls in the State this year, and do more when the system is well under way and our funds replenished again."—(State report for 1874, p. 20.)

COUNTY SUPERVISION.

In a special report made in the winter of 1873-'74, the superintendent urged the abolition of the boards of directors and the concentration of their functions in the office of county superintendent. The experience of the past year has strengthened the conviction of the wisdom of this course, and the recommendation is renewed. It is suggested that the office be created anew, and such a salary allowed as will secure the services of a competent, educated man for six months in each year. No other system will, it is believed, be equally effective, and the money paid for the salaries will be of more benefit to the public school system than any other funds that are expended by the department.—(State report for 1874, pp. 23-25.)

SCHOOLS IN CITIES AND TOWNS.

It is recommended that some special provisions be made for the organization of cities and towns, in such a form as to allow them to elect their superintendent, and that they have the same rights and privileges as district organizations in counties, subject to the same regulations as counties. Such cities and towns, when so organized, should not be under the control of the county officers.—(State report for 1874, p. 26.)

SCHOOL-HOUSES.

A grave difficulty exists regarding school-houses. Frequent inquiries are made of the department of education as to how trustees are to provide school-houses where no

appropriation has been made to pay rents and the amount of tax directed to be levied is insufficient to build. The superintendent says: "Provision should be made by law for at once erecting suitable school-houses. The presence of school-houses in our State will cause settlements to consolidate by means of immigration, and enhance the value of property contiguous to them."

It is believed that in the rural districts land for school sites would be freely donated. The necessary funds for the erection of school-houses can be secured, it is suggested, by the sale of county bonds, bearing such interest as to make them marketable, and provision can be made for partial payments of the principal debt by a sinking-fund.

"Action with reference to this matter cannot, without serious injury to the cause of public education, be further postponed. Means must either be provided for renting or building school-houses or public schools must be suspended."—(State report for 1874, pp. 29-32.)

AUTHORITY TO EXECUTE THE LAW.

The superintendent remarks that "power should be invested in some one to compel officers connected with the administration of the school law to discharge their duties." "It is true the law gives the superintendent authority to issue instructions and regulations, binding on all officers and teachers; but it is equally true that sheriffs and school officers can obey or disregard them just as they please. The superintendent is powerless to enforce observance. The same is true with regard to the authority of county superintendents and boards of directors to enforce observance of their rules and regulations on the part of teachers and trustees.

"Authority to direct must be accompanied by power to enforce."—(State report for 1874, pp. 32, 39.)

ILLITERACY.

With a view to ascertain the proportion of illiteracy among the scholastic population of the State, the census-takers were instructed to include in their reports the number of children within the scholastic age in their respective counties who were unable to read and write; but, owing to an unavoidable delay, the instructions were not generally received in time to embrace this information in the returns. Five counties reported fully. In these the entire scholastic population was 14,432, and the number unable to read and write, 5,676. These figures, which may be taken as a fair average, show the proportion of illiterates to be 39 per cent. The entire scholastic population of the State is 313,061; and, assuming the above proportion as a basis, the number of illiterates is about 122,093.

Referring to this, the superintendent says: "The fact that the State has a direct and positive interest in the character of her citizens cannot be denied. It is, therefore, a legitimate exercise of State authority to adopt adequate measures, *coercive, if need be*, to protect itself against the army of criminals and paupers which society is annually recruiting from the ranks of the illiterate."—(State report for 1874, pp. 51, 52.)

COMPARATIVE COST OF CRIME AND EDUCATION.

Texas, for the fiscal year ended August 31, 1874, paid for the prosecution of criminals alone \$250,000, to say nothing of the tax drawn from the people to support litigations which have their origin in ignorance of the ordinary principles of law and equity and the cost to the counties of supporting jails and boarding prisoners. The superintendent believes himself safe in saying that it costs the State and the counties more to punish crime than to support the public schools.—(State report for 1874, p. 55.)

SCHOOL AGE.

The constitution fixes the school age at from 6 to 18. But in the present state of the available school fund no adequate provisions can be made for the education of the children between those ages without each year levying an extraordinary tax for school purposes. The amount of yearly increase of the available school fund does not keep pace with the increase of the scholastic population, and that which seems a large sum in the aggregate is a pittance when distributed to so many.

It is suggested that the constitution be so amended as to allow the legislature to fix the scholastic age, and for the present let that be from 3 to 16. In time, when the available school fund is increased, the scholastic age might be extended to 18, but in no case would the superintendent recommend the admission of children under 8 years of age.—(State report for 1874, pp. 62, 63.)

WHAT IS NEEDED TO INSURE THE SUCCESS OF THE PUBLIC SCHOOL SYSTEM.

The superintendent presents the following summing-up of the needs of the public school system: Our public schools rely for their support upon the sympathies and co-operation of the people, and these can only be secured by making the system in every way worthy. To do this we must have: (1) An efficient, paid, county superintendency; (2) trained teachers; (3) prompt and liberal payment; (4) a system of

county or State taxation; (5) less change in the employment of teachers; (6) good and comfortable school-houses; and (7) in case the constitution be changed, limiting the scholastic age from 8 to 16, that the public schools be kept open for six months in each year.—(State report for 1874, p. 64.)

TEACHERS.

The higher grades of schools are, in the main, well supplied with efficient teachers. The great want is "competent, trained, professional teachers for the primary schools." A grievous defect in the present system of education grows out of the disposition on the part of many school trustees and directors to employ cheap labor. In pursuing this ruinous principle many persons are employed as teachers who are utterly unfitted for the work.

The superintendent says: "The only remedy for this notorious evil in our system of instruction will be found in the elevation of teaching to a profession, and making it, by reason of its excellence and efficiency, equal to the other learned professions, in public favor, if not in remuneration; and this can be accomplished only by the organization of normal schools."—(State report for 1874, pp. 34, 36.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

To make the supply of trained teachers annually equal to the demand would require at least six normal schools—one for each congressional district. The present condition of the school finances precludes the idea of at once inaugurating such a system of normal schools, however imperative the demand. But, believing it unwise to defer action upon so urgent a matter because all cannot be done that would be desirable, the superintendent presents three plans for the consideration of the legislature:

(1) That three regular normal schools be provided—two for the accommodation of the white population and one for the colored. Little or no expense need be incurred for buildings at present. The agricultural college, now nearly completed, would be admirably suited for one of the schools.

(2) Provide for maintaining "normal classes" in such private and public institutions as offer adequate facilities.

(3) Provide for the organization and maintenance of twelve corps of normal teachers, of three professors each, two corps for each congressional district, and let it be their duty to organize normal schools at designated localities in their respective districts.

These district faculties could organize and teach during each year four normal schools for a term of five months, at four designated points, where suitable accommodations could be secured. By this plan, at least twenty-four hundred teachers could each year be partially prepared for work in the public schools. This plan, though it would not afford so thorough a training as the first mentioned, has the advantage in economy and in its adaptability to supply a present want, since it would reach a far greater number of teachers. An additional argument in favor of this plan is its tendency, by reason of its direct contact with the masses, to elevate and give tone to the popular educational sentiment.—(State report for 1874, pp. 37, 38.)

SECONDARY INSTRUCTION.

ACADEMIES AND SEMINARIES.

Eleven schools of the above class report their statistics for 1874, 1 of these being for boys, 5 for girls, and 5 for both sexes. In all, there were 1,109 pupils, with 54 instructors; 759 of the pupils were engaged in English studies, 32 in classical, and 381 studied the modern languages; 50 were preparing for the classical and 23 for the scientific course in college. In 8 of these schools drawing is taught; in 10 vocal and in 9 instrumental music.—(Special report to Bureau, 1874.)

BUSINESS COLLEGES OR SCHOOLS.

Statistics have been received from two business schools or departments having 27 pupils—25 gentlemen and 2 ladies; instructors, 3; one with a library of 70 volumes. The course of one of them lasts two years, the other one year.—(Reports to Bureau, 1874.)

SUPERIOR INSTRUCTION.

TEXAS MILITARY INSTITUTE.

With the commencement of the seventh annual session, September 7, 1874, the university plan of teaching by subjects was substituted for the compulsory curriculum system heretofore pursued. There are now eleven schools from which students may select a course of study. Each student must attend at least three schools.—(Annual register of the institute, 1873-74, pp. 21, 22.)

TEXAS UNIVERSITY.

The course of study comprises 11 schools, from which the student is allowed to select, provided he is in attendance upon not less than three besides the school of anatomy, physiology, hygiene, and vocal culture, which are compulsory upon all. The schools are: (1) Pure mathematics; (2) applied mathematics; (3) Latin; (4) Greek; (5) modern languages; (6) English language and literature; (7) mental and moral philosophy; (8) history and political economy; (9) chemistry and geology; (10) anatomy, physiology, hygiene, and vocal culture; and (11) commercial. A preparatory school is connected with the university.—(Circular for 1873.)

OTHER COLLEGES.

Waco University, at Waco, belonging to the Baptist denomination, has, besides its collegiate course, a normal and a theological department. The latter is considered only preparatory. Ladies are admitted on equal terms with gentlemen.—(Catalogue for 1872-73.)

Trinity University, at Tehuacana, under the care of the Texas, Brazos, and Colorado synods of the Cumberland Presbyterian Church, is now in the sixth year of its existence, and is reported in a prosperous condition. Both sexes are admitted on equal terms. In addition to the regular four years' collegiate course, there is a preparatory course of two years and a commercial course.—(Catalogue for 1873, p. 24.)

Marvin Collège, Waxahachie, under the control of the Northwest Texas Conference, Methodist-Episcopal Church, has three departments—primary, preparatory, and collegiate. Ladies are admitted on equal terms with gentlemen and receive the same degrees.—(Catalogue for 1873, pp. 19, 20.)

Salado College, Salado.—The course of study is the usual college course, and there is also a preparatory department. Both sexes are admitted, but while the students recite in the same classes, the male and female departments, and also the play-grounds, are separate and distinct.—(Catalogue for 1873, pp. 12, 15.)

COLLEGES FOR WOMEN.

Eight institutions for the superior instruction of women, 3 of which confer academic degrees, report their statistics for 1874. In all, there were 418 students, with 45 professors and instructors; 203 students were engaged in preparatory studies, 245 in regular college classes, and 21 in partial courses. Music, vocal and instrumental, is taught in 5, and instrumental in 6, drawing and French in 4, painting in 3, German in 5, and Spanish in 2. Two have chemical laboratories and philosophical apparatus, and three libraries, the largest numbering 1,000 volumes.—(Reports to the United States Bureau of Education, 1874.)

Statistics of universities and colleges, 1874.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fee.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship-funds.	
Anstin College	a3	.....	.....	.....	\$60,000	\$5,000	\$500	.....	.....	.....	53,000
Baylor University.....	a2	.....	81	.....	35,000	16,000	.....	2,500	\$0	\$0	1,250
Henderson College*.....	5	0	100	.....	.....	.....	.....	.....	.....	.....	.....
Marvin College.....	7	0	90	23	30,000	\$0	\$0	3,500	0	0	.....
St. Joseph's College.....	7	.....	60	.....	18,000	.....	.....	3,000	.....	.....	200
St. Mary's College.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Salado College.....	7	0	94	47	60,000	0	0	5,500	0	0	0
Texas Military Institute..	4	0	0	112	75,000	0	0	7,500	0	0	b1,200
Texas University.....	4	0	.....	69	162,000	0	0	2,070	0	0	.....
Trinity University.....	13	0	225	203	56,000	15,000	700	7,500	.....	.....	b2,700
University of St. Mary....	13	0	110	26	150,000	0	0	4,500	0	0	325
Waco University.....	13	a1	190	130	18,000	13,000	1,000	9,000	0	0	b2,350
Wiley University.....	6	.....	260	.....	20,000	.....	.....	.....	.....	.....	.....

*From Report of Commissioner of Education for 1873.

a Partially endowed.

b Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

Beyond the particulars contained in the following table, no information on the subject, for this State, has reached the Bureau of Education. As before mentioned, the State Agricultural College is in progress and hopes are entertained that it may be opened in 1875.

Statistics of schools for scientific and professional instruction.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	
SCHOOL OF SCIENCE.									
Agricultural and Mechanical College of Texas.									
SCHOOL OF THEOLOGY.									
Baylor University, (theological department).	2	0	10						
SCHOOLS OF MEDICINE.									
Texas Medical College and Hospital	7		15	2		\$5,000		\$3,600	40
American Dental College	6			2					

SPECIAL INSTRUCTION.

TEXAS INSTITUTION FOR THE DEAF AND DUMB, AUSTIN.

At the close of the school term in June, 1874, there were 42 pupils in the institution, of which number 13 had entered since the beginning of the term in the September previous. In June, 1874, 5 pupils graduated, having completed the full term of 7 years allowed by the rules of the institution. All deaf-mutes of the State, 10 to 20 years of age, of sound mind, good character, and free from all contagious diseases, are eligible for admission. The State pays for board and tuition of pupils, but parents or guardians are required to furnish clothing.—(Report of board of trustees, 1874, pp. 3, 5.)

TEXAS INSTITUTION FOR THE EDUCATION OF THE BLIND, AUSTIN.

The report of the trustees for this institution, dated December 31, 1873, states that in no preceding twelve months have there been such proofs of substantial progress as during the last. The children have improved in their appearance, manners, and general cultivation beyond any former example in the history of the school. Additional buildings have been completed and are in use, adding materially to the efficiency, comfort, and space of the institution. The superintendent reports an attendance of 26 pupils—boys, 14; girls, 12—the largest number ever in attendance at any one time.

The institution has three departments—literary, musical, and mechanical—each affording such facilities as meet the actual circumstances and requirements of the blind. The same regulations for mental, moral, and physical discipline prevail here as in the best schools for the seeing. The school has text-books, globes, slates, and other school-apparatus addressed to the sense of touch, but the supply of text-books in raised letters is scanty; there are no specimens of models, fossils, or minerals; no maps in relief for physical geography; and no illustrative apparatus, except a globe and a collection of Harrington's geometrical forms. A set of wall-maps adapted to the blind and some dissected maps of the United States are much needed.—(Report of the board of trustees, 1874, pp. 5-11.)

VERMONT.
SUMMARY OF STATISTICS.*

	1873.	1874.
RECEIPTS.		
From State tax.....		\$60,685 92
From district tax.....		409,321 45
Total from taxation.....		476,107 37
Interest on permanent fund.....		40,145 21
Total.....		516,252 58
EXPENDITURES.		
For sites, buildings, and furniture.....		\$9,788 55
Salaries of superintendents.....		12,643 19
Salaries of teachers.....		440,536 12
Miscellaneous or contingent.....		\$2,099 51
Total.....		625,067 28
Expenditures per capita of school population.....		7 04
Expenditures per capita of number of pupils enrolled.....		8 89
Expenditures per capita of average attendance.....		12 60
Expenditures per capita of population from 6 to 16 years of age.....		19 02
Expenditures per capita of population from 6 to 16 years of age, including interest on school property.....		11 11
Amount of permanent school fund.....		669,056 79
SCHOOL POPULATION AND ATTENDANCE.		
Number of families in the State.....	64,425	72,048
Number of families having children under 20 years of age.....	46,206	48,329
Number of children from 5 to 10 years of age.....	30,811	32,659
Number of children from 10 to 15 years of age.....	29,434	30,237
Number of children from 5 to 15 years of age.....		62,896
Number of youths from 5 to 20 years of age.....	83,455	89,541
Number over 15 years of age.....		26,645
Number over 5 years of age attending public schools.....	83,706	70,918
Number attending other schools.....	5,990	7,221
Total attendance upon all schools.....	94,696	78,139
Average daily attendance per school.....	17	18
Total average daily attendance.....		50,033
TEACHERS.		
Number of teachers employed—gentlemen.....	601	667
Number of teachers employed—ladies.....	3,513	3,739
Total number of teachers employed.....	4,114	4,406
Number necessary to supply the schools.....		2,782
Number who had not taught before.....	797	879
Number who had taught before in same district.....	925	1,057
Number who had attended a Vermont normal school.....	375	393
Number holding normal school certificates.....	188	207
Number holding institute certificates.....	112	110
Number of teachers who have taught without certificates.....	57	67
Number who have passed town examination.....	3,165	3,523
Average monthly salary of public school teachers—for gentlemen.....		\$45 62
Average monthly salary of public school teachers—for ladies.....		25 65
SCHOOL DISTRICTS AND SCHOOLS.		
Number of organized school districts.....	2,163	2,224
Number of fractional districts.....	487	530
Number of districts without school during the year.....	147	130
Number of common schools.....	2,637	2,782
Number of school-rooms used exclusively for recitation.....		68
Number of school-rooms, exclusive of those used only for recitation.....		2,714
Average duration of schools in days.....		111.75
Number of school-houses.....	2,372	2,462
Number of school-houses in good condition.....	1,574	1,707
Number of school-houses built in 1874.....		38
Cost of new school-houses.....	\$58,429 87	\$50,399 17
Estimated cash value of school houses and grounds.....	1,327,846 00	1,332,864 00
Number of terms taught averaging not more than 5 pupils daily.....	267	296
Number taught with average daily attendance of 5 to 10 pupils.....	1,600	1,169
Number taught with average daily attendance of 10 to 15 pupils.....	1,314	1,401
Number taught with average daily attendance of 15 to 20 pupils.....	1,015	1,096

* Biennial report of secretary of board for 1873 and 1874, and replies from Secretary French to circular of inquiry.

† Interest of United States deposit-fund.

ELEMENTARY INSTRUCTION.

OUTLINE OF SCHOOL SYSTEM.

The following general outline of the system of school supervision in Vermont was furnished by the kindness of Hon. John H. French, the retiring secretary of the board of education. In July, 1874, Mr. French writes:

(1) "We have a State board of education,* consisting of six members, nominated by the governor and confirmed by the Senate. Each congressional district is entitled to two members, one of whom must be a practical educator. The board is appointed for two years. The governor is a member of the board ex officio. The executive officer of the board is a secretary, who is elected annually.

"Among the more important duties of our State board are the general supervision of our three normal schools, the appointment of principal teachers in the same, and the examination of candidates for graduation, the selection and adoption of text-books for use throughout the State, and the recommendation of needed legislation to our general assembly, or State legislature.

"The secretary of the board is required to attend all meetings of the board, visit each normal school in the midst of each term, take charge of the examinations for graduation in said schools at the close of each term, hold a teachers' institute yearly of not more than five days in each of the fourteen counties in the State; hold a county convention of town superintendents annually in each county; furnish school registers annually for all the schools in the State, and blanks for the abstracts of school census returns from all the school districts, town superintendents' certificates to teachers, town superintendents' reports and reports of incorporated academies; prepare a biennial report of the condition of education in the State; and exert himself constantly and faithfully to promote the highest interests of education in the State."

(2) "We have in each town† a superintendent of schools, elected annually. These superintendents are required by law to meet annually in their respective counties at the call of the secretary of the State board; to consider the interests of education; to examine and license teachers; to visit all the legally-organized common schools within their respective towns at least once in each year; to examine into the condition of such schools; to give advice to the teachers as to the government and course of study, and adopt all requisite measures for the inspection, examination, and regulation of the schools, and for the improvement of the scholars in learning; to receive and distribute the school census blanks and school registers furnished by the secretary of the State board, and to make to him an annual report."

(3) "The territory of the State is divided into about 2,700 school districts. Each district elects annually a moderator to preside in the meetings, a clerk, a collector of taxes, a treasurer, one or three auditors, and a prudential committee, consisting of one or three legal voters of the district. The business affairs of each district are managed by the prudential committee."

(4) "Two examinations of teachers are held in each town yearly, all the examinations in a county occurring on the same day, the written examinations and the standard of qualifications being the same throughout the county."

REPORTS OF SCHOOL OFFICERS.

The secretary of the board (report for 1873-'74, pp. 313, 314) says that the annual reports made to his department by the town superintendents are becoming, year by year, fuller and more nearly accurate, and consequently more reliable and valuable. The number of towns whose superintendents fail to make reports is also yearly becoming less. The number failing to report in 1870 was 28; in 1871 it was 20; in 1872 it was 16; in 1873 again 16, and in 1874 was only 8. The number of towns reporting the last three years is greater than in any previous three years since the creation of the public school department.

AVERAGE LENGTH OF SCHOOLS.

The average length of schools throughout the State the past year was 20.32 weeks, or the shortest of any term of the last fifteen years. While by legislative enactment the length of the legal school year has from time to time been increased, the actual average

*The State board of education was abolished by the legislature of 1874, November 18. In its stead was substituted a superintendent of instruction, whose duties are essentially those of both the outgoing board and its secretary. "It is a matter of congratulation," says the Massachusetts Teacher, "that the legislature has acted so wisely in the selection of a superintendent of instruction under the new law. The incumbent, Principal Edward Conant, of the Randolph Normal School, brings to the performance of his new duties large and successful experience as a teacher, extensive acquaintance with the educational interests of the State, unflagging energy, and an honest purpose."—(Massachusetts Teacher for December, p. 489.)

†Town in New England answers substantially to township in other sections of the country.

length of the schools throughout the State has varied but little for the last fifteen years. Within the last eight years, the length of the legal school year—the period schools are required to be in session in order that they may receive their share of the public money—has been increased 150 per cent., while the actual average school year has decreased in length in the same time nearly 16 per cent. When it is considered that the establishment of graded schools in most of the large towns of the State, within the past fifteen years, has largely increased the average yearly length of the schools in those towns, it appears that the average duration of the schools in the rural districts is each year becoming less. In most of these districts no effort is made to secure longer terms of school than in former years, while in large numbers of them the tendency to shorten the length of the schools is painfully apparent. In view of these facts, the secretary recommends and urges such legislation as shall secure to every child of school age in the State school advantages for at least six months of every year.—(Report of 1873-74, pp. 404, 408.)

EVENING SCHOOLS.

The necessity for some means of instruction in the evening is felt by large numbers of the young clerks, apprentices, and employes in manufactories throughout the State. It is assumed that in each of at least fifty towns in the State could be found a sufficient number of these young persons to justify the prudential committee in sustaining for them an evening school. In the city of Burlington, for several years past, schools of this kind have been sustained for a term of three to four months annually, with satisfactory results. The secretary, therefore, suggests such legislation as is needed to authorize prudential committees to establish such schools, defraying their expenses in the same manner as those of day schools.—(Report of secretary of the board, 1873-74, p. 408.)

TOWN SYSTEM.

But few towns have taken advantage of the law passed in 1870, authorizing them to abolish their school districts and place the management of their schools under a town board of school directors. In most of the towns adopting the system, a constant and active opposition to the law was kept up by its opponents. But few of the intelligent friends of education in the State are opposed to the town system of school management. Constant efforts have been made by the advocates of the system to enlighten the people by lectures and discussions upon it at teachers' institutes and associations in every county in the State within the past two years. And yet the schools of only 4 of the 241 towns of the State, the two cities, and most of the larger villages are now blessed with the beneficent provisions of this law.

This unsatisfactory result, the secretary believes, is due not so much to well-considered objections to the system, as to the indifference of the people. He thinks the law should be so modified as to make it binding upon all the towns of the State, at least for a term of years sufficient to give it a fair trial, or else that it should be repealed.—(Report of secretary, 1873-74, pp. 391, 392.)

MEETINGS OF TOWN SUPERINTENDENTS.

The annual meetings of town superintendents, for the examination of teachers, were held in all the counties each year within the time prescribed by law. The meetings of 1873 were attended by 49 per cent. of the whole number of superintendents in the State, those of 1874 by 63 per cent. The comparatively small attendance in 1873 is attributed principally to severe storms and bad roads. There are, however, 23 towns in the State whose chief school officer is either so indifferent to the interests of education, or has so little respect for law, that the duties imposed have not once been complied with since the enactment of the law relating to the duties of town superintendents in 1867.—(Report of secretary, pp. 40-49.)

SCHOOL SUPERVISION.

From a consideration of the duties previously mentioned as belonging to the superintendency of towns, it is evident that the superintendents should possess a good education, good judgment, and the experience of the successful teacher. The facts, however, are, says the secretary, that while every year some persons fully competent are elected, there are also numbers not qualified, either by education or experience. Many of both these classes take no active interest in educational affairs and attach but little value to the work of supervision. This is evident from the small number present at teachers' institutes and teachers' associations and from the large number who fail to attend the annual county meetings of superintendents.

Moreover, at least 40 per cent. of the superintendents elected each year are persons without previous experience. From one-fourth to one-third of all these officers hold office but one year, and of the 241 in the State only 18 have held the office continuously for 6 years, and 19 towns have changed every year of the last 6. In the year 1874 there were 102 changes in the incumbents of this office.

From a long and careful study of this question of supervision, Mr. French suggests.

certain changes in the system which he thinks would be an improvement. He would have the State divided into thirty commissioner districts; create the office of school commissioner for each district, which would give one school commissioner to each of the smaller counties, the larger ones being so divided that each commissioner would have the supervision of about 90 schools. The duties of school commissioner should be the same as those now imposed upon town superintendents, requiring from two to six months of service annually, the compensation to be \$4 per day.—(Report of secretary, 1873-'74, pp. 392-396.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The report of the State board of education expresses the conviction that the present policy of the State, in dissipating upon three normal schools the means which ought to have been concentrated upon one, is a mistaken policy. One normal school, it is believed, with an appropriation of \$4,500, would do far more for the schools of the State than three with \$1,500 each. At present these schools are doing a commendable work, furnishing a good elementary training to the young men and women in their immediate neighborhood, but their work is not essentially different from that of the best academies and graded schools. When Vermont boys or girls desire to get the full benefit of normal training they go out of the State, to Oswego or Albany. The board, therefore, recommends to the legislature that measures be taken to terminate the existence of the three normal schools as State institutions, and to establish in their stead one school centrally located. To this should be appropriated, on conditions which shall secure some considerable endowment from the immediate locality of such school, the sums now granted to the three schools or such an amount as shall seem adequate.—(Report of the State board of education, 1874, pp. 5-7.)

An article in the *Massachusetts Teacher* for September, 1874, in commenting on the inadequacy of the sum appropriated by the State for the support of her normal schools, says there is not another State in the Union that can parallel this inadequacy of support; and that these schools accomplish so much is due mainly to the self-sacrifice of their teachers, who perform, or try to perform, twice the labor they ought for very meager remuneration, and suggests that, now that the State debt is extinguished, these institutions shall be thoroughly equipped and sustained.

STATISTICS OF NORMAL SCHOOLS.

The State normal schools at Randolph and Johnson have had a legal existence of 7½ years and that at Castleton of 7 years. The attendance during this period has been: at Randolph, 793; at Johnson, 571; Castleton, 265—total, 1,629. There have graduated during the same period, from Randolph, 285 students, of whom 255 were in the first course and 30 in the second; from Johnson, 128, of whom 117 were in the first course and 11 in the second; and from Castleton, 60, 68 in the first course and 12 in the second—making a total of 493, of whom 440 were in the first course and 53 in the second.

During the last school year, of the 4,406 teachers employed in the public schools of the State, 393 had been pupils in the normal schools and 207 were graduates from them.—(State report, 1874, pp. 210, 211.)

TEACHERS' INSTITUTES.

. During the years 1873 and 1874 there were held two teachers' institutes in each county of the State—the sessions for 1873 being five days in length and those for 1874 only three—making 28 institutes in all. At 11 of these meetings the secretary held examinations of teachers. The secretary took charge of the institutes personally, and also took part in the work of instruction, besides delivering 36 evening lectures during the sessions. The number of teachers enrolled in 1873 was 1,110; in 1874 it was 982. Of the 241 town superintendents in the State, the names of only 52 were registered at the institutes in 1873, and several of these were present but a single day. In 1874 the number present was still smaller, being only 40. As in former years, it was apparent that the largest attendance of teachers was from those towns whose superintendents were the most constant in their attendance at the institutes and that several towns whose superintendents were not seen at the institutes were not represented by a single teacher.

Since the passage of the law in 1866 authorizing institute examinations, 279 persons have received State certificates at the teachers' institutes. Of the whole number of institute certificates issued, 149 are now in force.—(Report of the secretary, 1874, pp. 14-40.)

SECONDARY INSTRUCTION.

ACADEMIC INSTITUTIONS.*

Under existing statutes the common and graded schools are the only ones in the State whose relations to the department of education are such as to secure from the

* Report of secretary, 1873 and 1874, pp. 283-290, and reports to the United States Bureau of Education, 1874.

persons having supervision of them full statistical reports annually. The incorporated academies and county grammar schools are required by law to make statistical reports to the department, but as the State board of education has no official connection with this class of institutions other than that of furnishing blanks to them for their statistical reports, and as they sustain no financial loss by failing to comply with this requirement of law, the attempts of the secretary to obtain reports from them have met with but partial success, reports having been received from only 26 of the 87 schools of this class in the State.

In all the schools heard from there was a total attendance of 3,587 pupils, of whom 1,832 were young men and 1,746 young women. The average attendance was 1,777. There were 129 teachers, of whom 48 were gentlemen and 81 ladies. Of these, 75 report an intention to make teaching a profession, 36 have attended a college and 15 a normal school. Among the pupils in attendance were 413 common school teachers; 116 were members of teachers' classes. There were studying common English branches exclusively, 1,506 pupils; in higher English studies, 1,572; ancient languages, 656; modern, 196; preparing for college, 234. In 6 of these schools a separate classical department is reported; in 16, elementary drawing is taught.

Reports have been received by the United States Bureau of Education from 43 academies, seminaries, and other similar schools, giving their statistics for 1874. Ten of these, however, appear to be connected with the public school system. Of the remaining 33 private and denominational schools reporting to this Office, 4 only are included in the list of 26 schools heard from by the school authorities of the State. Three of these 33 schools are exclusively for boys and 4 for girls, the remaining 26 being for both sexes. In all, there was an attendance of 3,045 pupils, 2,695 of whom were pursuing English studies, 568 classical, and 340 modern languages; 225 were preparing for a classical and 44 for a scientific course in college. Number of instructors, 143. Seventeen of these schools teach drawing, 18 vocal and 24 instrumental music.

Vermont Academy.—About \$110,000 have been subscribed towards the sum of \$125,000 necessary to erect the buildings for this academy. The land for the site has been purchased. Although a project of the Baptists of Vermont, the school is not to be a sectarian one.—(Massachusetts Teacher, May, 1874, p. 198.)

PREPARATORY SCHOOLS.

Three schools engaged in the work of preparing students for college report to this Office for 1874 a total of 18 instructors and 198 pupils; 65 of the latter were pursuing classical, 17 scientific, and 116 other courses. Two of these schools are provided with chemical laboratories and philosophical cabinet and apparatus; one has a gymnasium and two libraries of 400 and 1,000 volumes respectively.

SUPERIOR INSTRUCTION.

UNIVERSITY OF VERMONT, BURLINGTON.

The university includes as yet only the usual classical and scientific courses of a collegiate training, with a medical department and the State Agricultural College. In what relates to the arranging of professional courses, to prepare young men for the various pursuits of life, only a beginning, it is admitted, has been made.

The number of students has increased about 40 per cent. in the academic and scientific departments since the publication of the last report. In the year 1872-73 the university had 42 classical, 33 scientific, and 56 medical students; and in 1873-74 there were 54 classical, 37 scientific, and 51 medical.

Of the 91 undergraduate students in attendance during the past year, 13 were young women, of whom 8 pursued the classical course and 5 the scientific. In all the classes, it is said, the young women have proved themselves fully equal to the average of the young men in scholarship, while some of the young women are among the first scholars in their respective classes. The National Normal for January, 1874, p. 35, says two prizes offered by a Vermont lady to the best-fitted candidates for the university were taken by ladies.

A large number of Vermont young men, it is stated, though not nearly so large as has been reported, go to colleges out of the State for their education, and that notwithstanding the proverbial pride of Vermont people in their own State and its institutions. The reasons for this, it is claimed, are, first, the local proximity and accessibility by rail of other colleges; secondly, the attractions of old and richly-endowed preparatory schools in other States, from which the Vermont boys go with the majority to some neighboring college; thirdly, the influence of numbers of extensive collections and valuable appliances for study and of distinguished professors in the larger and wealthier colleges; fourthly, the desire of the religious sects to build up their own denominational institutions. But, except the first, none of these considerations, it is thought, carry so much weight with a large class of young men as the opportunity for pecuniary aid offered them by the well-endowed colleges of other States. Most of the

older institutions have received funds from the State legislatures or from private munificence, which enable them to refund the tuition and in many cases to pay part of the other expenses of a large number of poor young men.

There is at the present time an unusual appeal for such help. Never before have there been so many applications for scholarships from promising young men struggling for an education. And this may be regarded as an encouraging sign of the times. It means that the prizes of life are going to be taken more by those who have the energy to win them and less by those into whose lap they fall. The students whom college instructors like best to see flocking to their classes are just these resolute, ambitious, self-dependent young men, inured to hardship and more ashamed of idleness than of poverty.—(Mostly from the biennial report of the trustees for 1873-'74, pp. 4-9.)

MIDDLEBURY COLLEGE, MIDDLEBURY.

The course of instruction here is collegiate, occupying four years. Students are admitted to advanced standing when found, on examination, to be thoroughly acquainted with the several studies of the class which they propose to join. There is a natural historical cabinet containing 2,700 specimens in zoölogy, 400 in botany, and 1,500 in mineralogy, 1,000 of which, presented by the State, are separately arranged. A permanent fund has been established by the corporation for the enlargement of the library, and, in addition to this, the alumni have during the past year taken measures to secure a permanent library fund of \$5,000. A considerable portion of this has already been subscribed, and the income will soon be available for the purchase of new books.—(Catalogue of college, 1874-'75, pp. 20-22.)

NORWICH UNIVERSITY.

This university, or military college, is located in the village of Northfield, about ten miles south of Montpelier, and near the center of the State. Removed from the distracting influences of a city, its location is claimed to be one of the healthiest to be found in the Union, with abundance of pure air and imposing mountain scenery.

From the first establishment of this school, under Captain Partridge, one of the earliest superintendents of West Point, the study of mathematics and civil engineering has been a specialty, the text-books used being those of the so-called West Point course and the system of instruction being modeled after that of the justly celebrated national school. While the study of abstract science has been thus carefully adhered to, from a conviction that experience has proved its wisdom, classical study and the natural sciences have been placed upon the same footing, from a belief that their influence is essential in producing a disciplined, full-rounded intellect, which shall enter upon life's work with the essentials of success in itself.—(Catalogue for 1874-'75, p. 9.)

COLLEGE FOR WOMEN.

The Vermont Methodist Seminary and Female College, Montpelier, reports an attendance of 252 students, with 11 professors and instructors. The institution apparently is not authorized to confer academic degrees; 200 of the students were pursuing a partial course, the remainder were engaged in preparatory studies. Music, vocal and instrumental, drawing, painting, and French are taught. The institution has a chemical laboratory, philosophical apparatus, gymnasium, and library of 500 volumes.—(Report to United States Bureau of Education, 1874.)

Statistics of a college and universities, 1874.

Names of college and universities.	Corps of instruction.	Number of students.		Property, income, &c.							Number of volumes in library.
		Endowed professorships.		Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship-funds.
Middlebury College.....	11	a4	.....	52	\$100,000	\$180,000	\$12,000	\$1,000	.....	\$45,000	12,000
Norwich University.....	8	.....	42	29	29,030	.....	.....	.....	.....	.....	63,700
University of Vermont...	9	1	0	87	242,390	37,172	2,230	3,706	80	10,475	613,174

a 2 partially.

b Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

MEDICAL.

The medical department of the University of Vermont continues to enjoy prosperity, still ranking in point of numbers as second among the New England medical colleges. Prof. Ordronaux, who ably filled the chair of physiology and medical jurisprudence for eight years, having been appointed commissioner in lunacy for the State of New York, resigned his professorship and was elected professor emeritus. On recommendation of the medical faculty the trustees divided the professorship and elected Henry D. Holton, M. D., of Brattleboro', professor of materia medica and general pathology, and Marshall Colkins, M. D., of Springfield, Mass., professor of physiology and microscopic anatomy.

STATE AGRICULTURAL COLLEGE.

This department of the University of Vermont, though not yet fully organized, claims to afford to a young man intending to be a farmer ample qualification for his work and place in life, the course comprising instruction in the sciences, in literature, history, and philosophy. It is hoped that the means may be at hand ere long, either through State or private endowment, to add other courses which are yet lacking. The next step in this department will be the appointment of a professor of agriculture, who shall be able to devote his whole time to instruction and investigation in this specialty.—(Report of trustees of university, 1873-'74, pp. 10-15.)

Statistics of schools for scientific and professional instruction.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, build-ings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	
SCHOOL OF SCIENCE.									
University of Vermont and State Agricultural College.	7	....	25	4	.....	.....	.....	.....	.....
SCHOOL OF MEDICINE.									
Medical College of University of Vermont.	10	....	51	2	\$12,000	£0	£0	£3,500	.....

EDUCATIONAL ASSOCIATION.

STATE TEACHERS' ASSOCIATION.

The Massachusetts Teacher for April, 1874, pp. 147-153, gives an account of the twenty-fourth annual session of the State Teachers' Association, held at St. Albans, in January, 1874, from which the following facts are obtained:

The chair was occupied by the president, Judah Dana, of Rutland. Addresses were delivered by experienced educators upon a variety of themes relating to education, and several subjects vital to school interests were discussed by persons who had evidently prepared themselves by study and experience for the parts they took. Want of space, however, it is much to be regretted, forbids more than a mere mention here of the titles of these productions.

The first discussion was opened by C. T. Halsey, principal of the high school at Burlington, on "Modern school work as related to the development of thought in children;" another was, "One normal school for Vermont or fourteen?" opened by Prof. J. E. Goodrich, of the University of Vermont; and another, "The mutual relations of the school and the State," by Rev. R. G. Williams, of Castleton. Addresses were delivered by Mr. Edward Conant, of Randolph Normal School, on "The school system of Vermont," by President M. H. Buckham, of the State University, the central idea of which was the

great possibilities which lie open to Vermont and Vermonters, if they will in the proper way prepare themselves by self-development and culture. Hon. Henry Clark, of Rutland, addressed the association on "The duties of citizens and teachers," the first subdivision of the theme being "The relation of the press to education." The wonders of physical geography were treated of in an eloquent address by Rev. Franklin Tuxbury, of Brandon, and Prof. Louis Pollens, of Burlington, advocated the claims of modern languages in modern education. Miss A. E. Thomas, of Castleton, read "The Engineer's Ride," which was received with much applause; also an essay on "The relation of education to a complete education;" after which followed an address by Rev. H. T. Fuller, of St. Johnsbury, on "The morals of our public schools," urging the necessity which exists for the moral culture of the young, by way of counteracting the tendency which he thought exists in the public schools to level downward. Miss Field, of Brandon, read an essay on "The influence of home upon schools;" a lack of sympathy among parents for the teacher was complained of, and the question asked "Can parents discharge their duties to their children and never know the teachers?"

Among the resolutions offered by the committee on resolutions was one asking the Senators and Representatives in Congress to use their influence in having the proceeds of the sales of public lands devoted to the promotion of educational interests.

LIST OF SCHOOL OFFICIALS IN VERMONT.

Hon. EDWARD CONANT, *State superintendent of education, Randolph.*

District.	Name.	Post-office.
First.....	Judah Dana, normal school examiner	Rutland.
Second.....	H. T. Fuller, normal school examiner	St. Johnsbury.
Third.....	M. H. Buckham, normal school examiner	Burlington.
First	Edward J. Hyde, normal school principal	Castleton.
Second.....	A. E. Leavenworth, normal school principal	Randolph.
Third.....	William C. Crippen, normal school principal	Johnson.

VIRGINIA.

STATISTICAL SUMMARY, 1874.*

RECEIPTS.

From State funds.....	\$456,262 97
From local taxation.....	454,274 50
From Peabody fund and private donations.....	94,452 46
Total	1,004,990 02
Corresponding total for 1873	950,419 05
Increase	54,570 97

EXPENDITURES.

For pay of teachers.....	698,246 44
For rent, fuel, lights, and other contingent expenses	85,189 15
For pay of superintendents.....	46,481 33
For pay of treasurers and assessors	23,117 46
For pay of district clerks	14,142 63
For expenses of central office	5,968 21
For real estate, building, and repairs.....	120,348 86
For furniture and school apparatus.....	11,495 94
Total	1,004,990 02

The total cost for current expenses for 1874 exceeded that for 1873 by \$58,651.21. All this additional amount, except about \$2,000, went to the two hundred additional teachers.

SCHOOL POPULATION.

Number of white persons 5 to 21 years of age, (males, 133,952; females, 125,557).....	259,509
Number of colored persons 5 to 21 years of age, (males, 91,066; females, 86,251)	177,317
Total school population of the State.....	436,826
Increase over 1873.....	12,719

ENROLLMENT.

Number of white pupils enrolled, (in cities, 7,000; in counties, 114,789) ..	121,789
Number of colored pupils enrolled, (in cities, 4,686; in counties, 47,400) ..	52,086
Total enrollment in public schools.....	173,875
Increase over 1873	13,016

ATTENDANCE.

Average daily attendance of white children, (in cities, 4,593; in counties, 65,336)	69,929
Average daily attendance of colored children, (in cities, 2,973; in counties, 25,955)	28,928
Total average attendance.....	98,857
Increase over 1873.....	7,682

PERCENTAGE.

Percentage of white school population enrolled.....	47.3
Percentage of colored school population enrolled.....	29.3
Percentage of white school population in average attendance	26.9
Percentage of colored school population in average attendance.....	16.3
Percentage of average attendance on enrollment of white children	57.4
Percentage of average attendance on enrollment of colored children.....	55.4
Total percentage of school population enrolled	39.8
Total percentage of school population in average attendance	22.6
Total percentage of average attendance on enrollment.....	56.8

* From report of Hon. W. H. Ruffner, State superintendent of public instruction, for the school year ended August 31, 1874.

TEACHERS.

Number of white teachers, (males, 2,210; females, 1,262)	3, 472
Number of colored teachers, (males, 319; females, 171)	490
Whole number of teachers in the State.....	3, 962
Average monthly salary of male teachers in cities	\$80 04
Average monthly salary of female teachers in cities.....	45 46
Average monthly salary of male teachers in counties	31 35
Average monthly salary of female teachers in counties	28 88

SCHOOLS.

Number of public schools for white children	2, 903
Number of public schools for colored children	994
Whole number of public schools in the State.....	3, 902
Increase over 1873	205
Number of graded schools for white children	109
Number of graded schools for colored children	46
Whole number of graded schools in the State.....	155
Increase over 1873	32

LENGTH OF SCHOOL TERM.

Average number of months school was taught in cities	9.05
Average number of months school was taught in counties.....	5.17
Average number of months school was taught in the State.....	5.40

SCHOOL-HOUSES.

Number of school-houses in the State, (log, 1,993; frame, 1,482; brick, 136; stone, 27)	3, 638
Number built during the year.....	263
Number owned by districts	1, 034
Number with good furniture	1, 308
Number of rooms in all school-houses.....	3, 839
Value of school property in cities.....	\$389, 800 20
Value of school property in counties.....	292, 700 60
Total value of school property in the State.....	682, 500 80

COST OF PUBLIC EDUCATION.

Cost of tuition per month per pupil enrolled	\$0 74
Cost of tuition per month per pupil in average attendance.....	1 31
Whole cost of public education per month per pupil enrolled.....	0 92
Whole cost of public education per month per pupil in average attendance.....	1 62

Comparative statement showing the condition of the school system for the year ended August 31, 1874, as compared with its condition for the three years which preceded.

	1871.	1872.	1873.	1874.
Whole number of public schools	3, 047	3, 695	3, 696	3, 902
Whole number of graded schools		107	123	155
Whole number of pupils enrolled	131, 032	166, 377	160, 859	173, 875
Whole number of pupils in average attendance.....	75, 722	95, 483	91, 175	98, 857
Percentage of school population enrolled	31.8	40.5	37.9	39.8
Percentage of school population in average attendance.....	18.8	23.2	21.5	22.6
Percentage of average attendance on enrollment.....	59.0	57.4	56.6	56.8
Number of teachers in public schools.....	3, 084	3, 853	3, 757	3, 962
Number of school-houses owned by districts	190	504	764	1, 034
Value of public school property.....	\$211, 166	\$389, 380	\$524, 638	\$682, 500
Average number of months schools were taught	4.66	5.72	5.22	5.40
Cost of tuition per month per pupil enrolled	\$0 74	\$0 70	\$0 75	\$0 74
Average monthly salary of teachers.....	29 86	29 81	32 00	32 64
Whole cost of public education for current expenses.....	587, 472	816, 812	814, 494	873, 145

ELEMENTARY INSTRUCTION.

GENERAL REVIEW.

The educational work of the year seems to have been conducted with greater vigor than has ever before been manifested, and statistics show a gain in almost every particular. The special points of progress are thus noted by the superintendent: 83 counties and cities report a gain in public sentiment concerning public schools; 14 report no change, and only 4 report unfavorably; 79 counties and cities report improvement in the qualifications of teachers; 87 counties and cities report improvement or prospect of improvement in school-houses; in 69 counties and cities teachers' institutes or other educational meetings have been held; the number of teachers has increased more than 200 during the year; there has been an increase of 64 cents in the average monthly pay of teachers; improved furniture and apparatus are gradually coming into use; and the attendance on the public schools has been greater than that of any previous year.—(State report, pp. 80, 115, 116, 120, and 121.)

SCHOOL FUNDS.

The constitution of the State requires of the public school system "equal and full introduction into all the counties of the State by the year 1876." To comply with this requirement 1,065 more schools are needed, at an annual cost, as estimated, of \$186,375. It becomes an important question how to raise this amount. The superintendent recommends the substitution of the two-dollar capitation tax for the present State school property tax. This, it is believed, would be acceptable to the people, and would largely increase the income for school purposes. A dog tax and a tax on whisky are also again recommended; and with these, it is thought, "nothing more would ever be needed beyond the present local provisions." It is advised that counties which cannot supply themselves with schools under the present maximum be allowed to tax themselves for an additional amount to provide for the deficiency.

A point strongly urged is the earlier payment of taxes, so that the school income may be realized near the beginning instead of near the end of the school year. Under the present system teachers are driven to the sale of their claims at a heavy discount, and districts are compelled to make their purchases, and do their building, repairing, and furnishing largely on credit—a most expensive and unsatisfactory mode of doing business.—(State report, pp. 136-141.)

ATTENDANCE.

Thirteen thousand more children were enrolled in the schools last year than the year preceding, thus retrieving the loss of the previous year and gaining 7,500 over the attendance of any previous year. It is worthy of note that the gain of numbers is relatively greater with the blacks than with the whites. In the average attendance the colored children fell off a little in the country, but improved greatly in the cities, the gain in the latter being 15 per cent. over last year. The number of colored schools, and hence of colored pupils, would have been greater, but for the continued difficulty in procuring teachers for these schools.—(State report, p. 116.)

IMPROVEMENT IN TEACHING.

Considering the absence of all appropriations for the instruction of teachers and the indifferent means generally within reach, the teachers have done well.

The superintendent remarks: "Unquestionably we have in our employment a large number of superior teachers; and taking the teaching generally throughout the State, I doubt not that it is better than it has ever been before in the primary grades."—(State report, p. 131.)

CO-EDUCATION OF BOYS AND GIRLS.

The Virginia Educational Journal for November says the people of the State are very generally recognizing the advantages of preserving the family idea in the school, there being but few places where brothers and sisters are sent to different schools; and that "the educational advantages of co-education as to grading, study, and manners are so great that they will prevail over a prejudice, which, so far as children are concerned, is left without an argument, when the school premises and supervision are what they should be."

COUNTY AND CITY SUPERINTENDENTS.

The pay of all superintendents, city and county, from the State funds, is at the same rate. But the value of close superintendence being understood in most of the cities, the salaries of their superintendents are largely increased from city funds. The average salary of city superintendents is \$1,116.34; in four cities it is higher than this, two

of them paying \$2,000. It may be confidently affirmed that the excellence of the schools in these cities is in full proportion to the pay given to the superintendents.

The average salary of county superintendents is \$447.74, and out of this all incidental expenses must be paid. The maximum allowed by law to a county superintendent, from all sources, is \$700; and from that it runs down as low as \$30. The Virginia Educational Journal for May, 1874, says that, deducting incidentals, the total average salary for the year preceding was only \$355, a small sum for large service.

Last year the superintendents devoted more time to their duties than ever before, and hence their pay bore a smaller proportion to their work than ever before. The superintendent says: " * * * "The stake which the State has in the character of this officer is beyond estimation. The highest talent and cultivation and the utmost professional skill do not exceed the demands of the position. To the extent of our material, men with these qualifications should be sought out and be induced to act; and, if possible, none others should be appointed."—(State report, pp. 123, 124, 125, and Virginia Educational Journal, May, 1874.)

STATE UNIFORMITY OF TEXT-BOOKS.

Four years ago, in accordance with a provision of the constitution concerning uniformity of text-books, two sets of books were selected by the State board of education, and local boards allowed a choice between them. This arrangement having expired September 1, 1874, it has been renewed for three years, with the proviso that the board of education may add a third series of books, and allow the local option among the three. The superintendent is in favor of the addition of the third set, as a step towards decentralization and "restoring to the local authorities powers which should never have been taken from them."—(State report, pp. 156, 166, 167.)

CENSUS OF SCHOOL POPULATION.

Of this the superintendent says: "The census of school population has, as usual, been taken badly, there being neither time, mode, nor penalty prescribed in the law. It is exceedingly important that this should be rectified before the time for another census comes around."—(State report, pp. 131 and 193.)

THE EDUCATIONAL JOURNAL.

By an arrangement with the editors of the Educational Journal, a monthly magazine which is the organ of the Educational Association of Virginia, twelve pages of the magazine are placed at the disposal of the board of education, at an annual cost to the school fund of about \$500. Every superintendent and every district board in the State receives a copy of this magazine. This could not be done but for a special donation of \$200 in aid of the journal from the Peabody fund.

The superintendent says: "Were I called upon to designate the most useful minor expenditure in connection with the school system, I should name this. * * * I see that no part of my work tells better on the efficiency of the school system than the Educational Journal."

AID FROM THE PEABODY FUND.

The State was aided during the past year from this fund to the amount of \$38,875. The superintendent says: "It may safely be asserted in regard to the majority of our one hundred and fifty-five graded schools that they could not have come into being without the aid from this source; but, having been tried, and their superior advantages exhibited to the people, these schools will be permanent wherever there is sufficient population to maintain them.

"The aid given to teachers' institutes was also of great value. It enabled me to send highly-qualified lecturers to instruct the teachers in a number of places."

The managers of the Peabody fund proffer increased donations to aid in the professional training of teachers as soon as the legislature will allow of the establishment of a regular normal school.—(State report, p. 130.)

PROPOSED AMENDMENTS TO THE SCHOOL LAW.

During the legislative session of 1873-74 bills were reported by the committee on schools and colleges, embodying some of the recommendations of the State report of 1873, but they were not reached on the calendar, and considerable inconvenience and expense have ensued during the year for the want of legislation on them.

The following are among the subjects concerning which legislation is recommended: (1) The establishment of at least one normal school, and permission to the board of education to use a few thousand dollars each year in maintaining ambulatory normal schools; (2) permission to county school boards to use say \$200 a year in employing instructors for teachers' institutes; (3) preparation for 1876; (4) provision for a prompt and thorough taking of the census of school population; and (5) change of the beginning of the school year to August 1.—(State report, pp. 193, 195, 196.)

CITY SCHOOL-SYSTEMS.

RICHMOND.

The Educational Journal of Virginia, of February, 1874, (p. 177,) states that there are in Richmond 5 incorporated, 22 private, and 91 public schools, all of which are working together in perfect harmony and with a good degree of prosperity.

The Ohio Educational Monthly of November, 1874, (p. 446,) says the free school system was inaugurated here before the State system was instituted, the city providing education for children of both races when no law existed requiring such provision. The city now owns 10 fine brick school-houses and occupies 8 others, having a total of 107 school-rooms. The school property of the city is valued at \$222,000. During the year ended August 31, 1874, the school expenditures amounted to \$82,533.53, of which \$50,542.90 were paid to officers, principals, and teachers. The State contributed \$18,086 of these funds; \$2,000 were received from the Peabody fund, and the remainder, \$62,452.53, was appropriated by the city council. During the year these schools taught 4,959 pupils, of which 3,041 were white and 1,918 colored. Most of the teachers are white ladies, but there are 3 colored male and 7 colored female teachers. Many white children are sent to private schools. There would be more colored scholars, but for the poverty of parents, who require the assistance of their children in the support of the family, either at home or in the tobacco-factories.

An episode in the Richmond schools.—During the recent session of the American cheap transportation convention in this city, Messrs. Jas. S. Barron and C. R. Durkæ, of New York, accompanied by a party of their friends, both ladies and gentlemen, visited the city schools under the charge of Superintendent Binford; they went to the high school, the Bellevue school, and the Valley school, (colored.) They were highly entertained with the exercises, and, as an evidence of their appreciation, offered prizes in the various schools. At the Bellevue school, prizes to the amount of \$50 in gold were offered, to be distributed according to the judgment of the superintendent, principal, and teachers. At the Valley school, prizes to the amount of \$45. At the high school a prize of \$25 gold was offered to the best reader in the high school, to be determined next June; \$25 gold to the pupil who stood best in mathematics; \$25 gold to the best reader in the first grammar grade, and other prizes to the best reader in each of the other grammar grades in the city.

The action of these gentlemen is already beginning to bear fruit. The pupils have been stimulated to greater exertions. The officials of the schools have been encouraged by this manifestation of appreciation of their work by gentlemen familiar with the working of public schools and competent to judge, and have been impelled to increased efforts to make our schools still better. Tardiness is one of the troubles connected with the successful operation of the schools. At the meeting of the principals next succeeding this visit, one of the principals offered a prize of \$10 to the school that would surpass his in punctual attendance; another proposed to his school to add \$10 to the prize if it should be successful, and still another would give his school \$20 additional if it was the successful competitor. All this, of course, must tell on the attendance.—(Educational Journal of Virginia, January, 1875, p. 126.)

ALEXANDRIA.

In this city there is a school population, 5 to 21 years of age, of 4,351. There are enrolled in public schools 815 children, and in private or parochial schools, it is estimated, about 800; the public schools have 17 teachers, the others 35; the value of public school property is \$19,450; the total expenditures for public schools, 1874, \$17,409.86.—(Reports to the United States Bureau of Education, 1874.)

LYNCHBURG.

School population, 3,472; enrollment in public schools, 1,495; in parochial or private, (estimated,) 250; the public schools have 1,045 sittings for study and an average attendance of 730 pupils; teachers, 25. The total expenditures for school purposes, 1874, were \$16,620.10; value of school property, \$37,325.—(Reports to the United States Bureau of Education, 1874.)

PETERSBURG.

Number of children of legal school age, 6,758; enrollment in public schools, 2,163, and in private and parochial ones, 600; average attendance in public schools, 1,280; sittings for study, 1,920; teachers, 29; teachers in private and parochial schools, 36. Expenditures for 1874 for public schools, \$38,695.16; value of school property, \$69,500.—(Reports to the United States Bureau of Education, 1874.)

PORTSMOUTH.

Number of school population, 3,040; enrollment in public schools, 765; teachers, 13. Expenditures for 1874, \$9,904.92; value of school property, \$13,000.—(Reports to the United States Bureau of Education, 1874.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

There are two excellent colored normal schools in Virginia, and a third, partly normal and partly theological in its character, but no steps have yet been taken for the normal training of white teachers. Three normal institutes were conducted during the summer of 1873, and continued for six weeks, but they were chiefly private enterprises.

Upon this subject the superintendent remarks as follows: "It is high time that something were doing by the State for her army of white teachers. We have 3,472 white teachers to whom we are paying \$611,960.83 a year. Almost without exception these teachers have taken up the business of teaching without previous preparation. * * * We are in our fifth year of the school system, and yet not a dollar of public funds has been spent on the teachers. The constitution requires that normal schools shall be established as soon as practicable. It has been practicable to do something in this direction from the beginning. Had even a few thousand dollars of the school money been spent every year in that direction, we would by this time have been reaping benefits far greater than we have received from the same amount of money, spent, as it has been, in unskillful teaching. We have been working with dull tools in order to save the cost of a grindstone."

The senate committee on public institutions has twice reported a good bill on this subject, and during the session of 1873-74 an amendment was reported allowing each county to use the sum of \$100 for this purpose. But these bills were never acted upon, owing, no doubt, to the want of effective public sentiment in this direction.—(State report, pp. 134, 135.)

TEACHERS' INSTITUTES.

Teachers' institutes, or other educational meetings, were held in 69 counties and cities of the State. The State superintendent, in his report, (pp. 54-57,) gives extracts from reports of county and city superintendents in reference to these meetings, which indicates that they have been generally successful and in a high degree useful to the teachers of the State.

Appomattox County sustained monthly institutes throughout the year. At each meeting set portions of the prescribed course were surveyed, and these exercises were conducted as model recitations, mostly by superintendent, but sometimes, when requested, by teachers, and the proper mode of teaching each part or the whole was always impressed in connection.

In Bedford, measures were adopted looking to the organization of district institutes in all the districts of the county.

Botetourt reports three teachers' institutes held during the year, well attended by teachers and others; also a five weeks' session of normal institute, well attended and a decided success. The county superintendent thinks this institute has done more to excite interest among the teachers than any meeting that has been held in connection with public schools.

In Carroll County there were two well-attended teachers' institutes, and it is believed that much of the improvement in the qualifications of teachers is due to the influence of these meetings.

Chesterfield reports having had the largest and most important teachers' institute ever held in the county, when practical and instructive lectures were delivered by Prof. J. J. Ladd, Superintendent J. H. Binford, and ex-Governor G. C. Walker.

Cumberland County had one teachers' institute, with tolerably good results; but the convention of county superintendents, held in May, and attended by the State superintendent, did more good than any public meeting for school purposes ever held in the county.

In Essex, upon application of the county superintendent of that county, State Superintendent Ruffner ordered a district institute composed of eight to be held at Tappahannock in July. Addresses were delivered by Drs. Ruffner and Evans, J. H. Binford, esq., and others. Dr. Ruffner spoke in favor of free popular education and the free school system of Virginia.

Loudoun County had four institute meetings, in which the organization and government of schools and other related questions were fully discussed.

At Lynchburg, besides the usual monthly teachers' meetings, a two days' institute was held in September, at which several educational experts were present, including Dr. Sears, agent of the Peabody fund. The meetings were a great success.

At Petersburg, teachers' meetings were held as often as two or three times every month. The school board passed an order requiring the teachers to readily and cheerfully perform the part assigned them by the superintendent. The effect of this action was to give life to the meetings. By giving to each of several teachers a very small but different part of any subject to illustrate in the next meeting, a very thorough and exhaustive treatment of the matter was secured.

Pittsylvania had a teachers' institute, which, with the examinations, continued four days; it was a decided success. One marked advantage of the institute is the influence which it has in freeing the minds of teachers from the shackles of the old routine system.

At the institute held in Prince William County only 15 teachers out of 34 were present. The county school board has since passed a resolution requiring the attendance hereafter of all the teachers in the county. Those failing to attend are to be at once dismissed, unless excused by the county superintendent and district board.

At Richmond City, the weekly teachers' institutes have been continued during the year, and their necessity is more evident than during the first year.

In Rockbridge County, the several district boards have agreed upon a regulation which makes it a part of the teacher's contract that he will attend the institute whenever organized.

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

High schools are included in the public school systems of Richmond, Lynchburg, Petersburg, and perhaps other cities of the State, but little information is at hand concerning them. The report of the city school system from Lynchburg mentions 7 high school rooms for study and three for recitation only; the total number of sittings is 125 and of teachers 4—3 gentlemen and one lady. Petersburg reports the existence of 3 high school rooms, but gives no further facts.

ACADEMIES AND SEMINARIES.

Reports of statistics for 1874 have been received from 27 private and denominational schools for secondary instruction, 13 being for boys, 9 for girls, and 5 for both. Aggregate attendance of pupils, 1,551; number of instructors, 112; pupils in English studies, 990; in classical, 413; in modern languages, 108; preparing for a classical course in college, 103; for scientific course, 64. Nine of these schools teach drawing, 11 vocal and 13 instrumental music, and 10 report libraries of from 120 to 2,500 volumes.—(Special reports to Bureau.)

St. John's Academy, Alexandria, one of those included in the above, claims to be the oldest boarding-school in Virginia, and a statement of its course will probably answer for a great portion of the academies of its class in the State. This statement, given in the Academy Journal of February 6, 1875, is that, besides the ordinary English branches, the prescribed course of study embraces physiology, natural philosophy, chemistry, algebra, geometry, and surveying. Latin and Greek are taught without extra charge, though the study of them is not absolutely required. Instruction in German, French, drawing, phonography, and music is given by special teachers.

PREPARATORY SCHOOLS.

Four report a total attendance of 181: in classical studies, 107; scientific, 14; others, 60. The course of study occupies from four to six years. All but one of these schools are provided with laboratories; 2 have philosophical cabinets and apparatus; 3 gymnasia, and 2 libraries of 1,000 and 1,500 volumes.—(Report to the United States Bureau of Education.)

BUSINESS COLLEGE.

The Old Dominion Business College, at Richmond, reports an attendance of 74 students, all gentlemen, 2 instructors, and a library of 475 volumes.—(Report to the United States Bureau of Education.)

SUPERIOR INSTRUCTION.

VIRGINIA STUDENTS IN VIRGINIA COLLEGES.

Superintendent Ruffner, in his report for 1874, offers a slight correction to his statements made in 1873 as to the number of Virginia youth receiving a collegiate education. His revised estimate, however, shows only 12 students less than the former one. Thus, instead of there being 921 students from Virginia in Virginia colleges there were 909; and adding to this the 65 who attended colleges outside the State gives a total of 974 students at college in 1872. Since that time the number has increased. Last year it was greater than ever before.—(State report, p. 143.)

THE UNIVERSITY OF VIRGINIA, CHARLOTTESVILLE.

Organization.—The University of Virginia is a State foundation, maintained chiefly by an annuity from the State and partly by an endowment through private benefactions. To the annuity is annexed the condition of free education to fifty students selected by the faculty from the different senatorial districts.

The external government of the institution is committed to a board of nine visitors,

appointed every 29th day of February by the governor of the State, and eligible to re-appointment. These visitors select a rector from their own body and an executive committee, consisting of the rector and two other members of the board.

The university in its internal organization is an assemblage, under one government, of a number of separate and independent schools, in which are treated the usual subjects of university instruction, academic and professional, (with the exception of theology.) Each school is in charge of a professor, whose emoluments consist partly of a fixed salary and partly of the fees of students of his school. The instruction given in each school is exclusively under the control of the professor of the school.

Mode of instruction.—Instruction in the university is given by lectures and by text-books. The lecture system is made prominent in all the schools. The syllabus of the lecture is written on the blackboard before the lecture hour, or a lithographic impression of it placed in the hands of each student. These lithographs were used for the first time the past session. Oral examinations on the previous lecture, and on assigned portions of the text-books, precede each lecture in all the schools, academic and professional. To make this practicable, the time allotted to the examination and the lecture is one hour and a half. This combination of lectures and oral examinations with weekly written exercises in a number of the academic schools, as those of the ancient and modern languages, and mathematics, &c., causes the schools to do the work of the *Seminariën* of the German universities. These daily oral examinations by the professors have long distinguished the schools of law and medicine in the University of Virginia from most others in America.

Examinations.—Rigorous written examinations are held during the session in each school by the committee of examiners for that school. Students obtaining three-fourths of the sum of numerical values assigned to all the questions proposed in these examinations are published as distinguished, and printed certificates of distinction are awarded to them.

Degrees.—The academic degrees are: (1) That of a proficient, conferred for satisfactory attainments in certain subjects of study which do not constitute a full *school*, as Anglo-Saxon, mineralogy, and geology; (2) that of a graduate in a school, conferred for satisfactory attainments in the subjects of instruction pursued in the schools; (3) that of bachelor of letters, conferred on such students as have graduated in the schools of ancient and modern languages, moral philosophy, and history and literature; (4) that of bachelor of science, conferred on such students as have graduated in the schools of mathematics, natural philosophy, and chemistry, and have made certain prescribed attainments in mineralogy, &c., and in applied mathematics and analytical chemistry; (5) that of bachelor of arts, conferred on such students as have graduated in the schools of Latin, Greek, chemistry, moral philosophy, and French or German, and have made certain prescribed attainments in mathematics, physics, and history, or literature; (6) that of master of arts of the University of Virginia, conferred upon students who have graduated in the schools of Latin, Greek, French, and German languages, mathematics, natural philosophy, chemistry, moral philosophy, history, and literature, and who have passed a satisfactory review examination upon any two of those schools.

The candidate for the degree of bachelor or master of arts is also required to submit to the approval of the faculty an essay, composed by himself, on some subject of literature or science, which essay must be read by the author on the public day, if so ordered.

The degree of master of arts of the University of Virginia was, up to 1848, the only academic degree besides that of graduate in a school. At that date, the lower degree of bachelor of arts was added; and in 1867-'68, the degrees of bachelor of sciences and bachelor of letters were established.

The professional degrees conferred are the usual ones of law, doctor of medicine, and civil and mining engineer.

A simple certificate, in English, on parchment, of the fact of graduation, is signed, in the case of a graduate in a school or a department, by the professor or professors and the chairman of the faculty, and, in the case of the master of arts, by all the professors.

The term "rigorous examinations for graduation," though definite, is so often vaguely applied that it may be illustrated by some examples.

In the school of Latin the written examinations for graduation (the same for all the candidates) occupy three days, (separated by some interval.) A student, with a very "good pace," might "floor the papers" each day in six or eight hours, but most require longer time. One day is devoted to the examinations in Roman history and literature; one to meter and to the written translation into English, without grammar or lexicon, of several pages, selected by the professor from the whole range of Latin authors, and new to the student; and a third day to the translation into Latin (without the aid of grammar or lexicon) of a piece of English into Latin prose, (requiring three or four written pages of Latin,) and to written questions in syntax.

The examination for candidates in Greek extends through two days. One day is devoted to Greek geography, history, and meter, and one to the translation, without the aid of grammar or lexicon, of two pieces, new to the student, chosen by the pro-

fessor from the whole range of Greek authors, to the translation of a closely-printed octavo page of English into Greek prose, and to answers to written questions in the grammar of the language of both.—(Address of Prof. Venable before the National Educational Association, 1874.)

COLLEGE OF WILLIAM AND MARY, WILLIAMSBURG.

This "colledge of students of the liberal arts and sciences" was established by an act passed by the Grand Assembly of the Colony, held at James City on March 23, 1660, "for the advancement of learning, promoting piety, and provision of an able and successive ministry in this country." It was appropriated for by the Grand Assembly in lands, subscribed for by members of the government council and house of burgesses, and contributed to by the Crown, by the members of the county courts and parish vestries, and by private individuals, and, doubtless, under the regular clergy of the Church of England, was the only college where any regular liberal teaching was had for those of the colonists who could not send their sons to the schools of the mother-country. Its charter and regular endowments were obstructed by revolutionary and disturbing events both in England and the Colony, and the corporation had no other name than "the Colledge" until the fourth year of William and Mary, (1693,) when it was chartered by those sovereigns under its present name, receiving from them an endowment of £2,000 towards the erection of a building on its present site at Williamsburg.

The first commencement exercises were held in 1700, "at which there was a great concourse of people. Several planters came thither in coaches, and others in sloops from New York, Pennsylvania, and Maryland, it being a new thing in that part of America to hear graduates perform their exercises. The Indians had the curiosity, some of them, to visit Williamsburg upon that occasion, and the whole country rejoiced as if they had some relish of learning."

After being three times destroyed by fire, in 1705, 1859, and 1862, the college building was restored the last time in 1867-'69, through the interest taken in the institution by distinguished persons in every part of the country, substantial aid being furnished by prominent gentlemen in Washington, New York, Philadelphia, and Baltimore, and in July, 1869, the college was again opened for students, having been closed since 1861.

The subjects taught in the college are Latin, Greek, mathematics, French, German, natural philosophy, mixed mathematics, chemistry, geology, mineralogy, physiology, moral and intellectual philosophy, and belles-lettres. There are three regular degrees conferred, viz., bachelor of philosophy, bachelor of arts, and master of arts.—(History of William and Mary College from 1660 to 1874.)

The College Cœurant of July 11, 1874, (p. 33,) says: "At a meeting of the board of visitors on the 1st instant, a resolution was adopted declaring it to be inexpedient, injudicious, and unwise to give to any denomination of Christians the control of the college, and cordially inviting the co-operation of all denominations in the efforts to promote its usefulness and prosperity."

EMORY AND HENRY COLLEGE.

(Methodist.) This college is located amid the mountains of Southwestern Virginia, in a beautiful and quiet valley in Washington County, ten miles away from any town, in a moral neighborhood, with pure water, healthful breezes, and mineral springs in abundance.

There is a preparatory and a collegiate course. The philosophical and chemical apparatus are ample for the purpose of experimental lectures and illustrations in the respective departments. The college library contains 4,580 volumes of well-selected works, and is constantly increasing.—(College catalogue.)

HAMPDEN SIDNEY COLLEGE, PRINCE EDWARD COUNTY.

(Presbyterian.) Hampden Sidney professes to be a college merely, and not a university. She retains a curriculum of study which long time and varied experience have proved to be best adapted to effect a *liberal* education, as distinguished from education of a purely business or professional character. Students are prepared for the professional schools, whether secular or religious, of the very highest grade, or fitted for the proper discharge of the duties of an enlightened citizen. Believing that the culture of all the mental faculties, designed to be here accomplished, is best effected by the complete and thorough mastery of what is taught, the catalogue of text-books is not so extended as to necessitate the hasty and imperfect study of the contents of books written on a vast number of subjects, however valuable and important in themselves.

As everything cannot be taught, within four years, to youths of ordinary abilities, the attempt to do so is not made, but rather to do well and thoroughly what is professed to be done.

There is a two years' course of instruction in German, which is constituted independently of the curriculum required for graduation.—(College catalogue.)

The Educational Journal of Virginia, of February, 1874, says Hampden Sidney is to

have an addition to its funds of \$200,000, which is needed to complete the equipment of the institution in building, apparatus, &c., to add two new chairs, and to pay the professors more adequately than can now be done.

RICHMOND COLLEGE, RICHMOND.

(Baptist.) The college is composed of eight independent academic schools, viz: (1) Latin, (2) Greek, (3) modern languages, (4) English, (5) mathematics, (6) mechanics, (7) chemistry, (8) philosophy and a school of law.

The faculty of instruction and government consists of co-equal professors, one of whom is annually chosen to be their chairman and chief executive officer. To them as a body is committed all that pertains to the discipline and interior management of the institution, while each professor is responsible for the efficient conduct of his own school.

Each student, under the advice of his parent or guardian, may select such studies as are most important in qualifying him for the duties of his future pursuits.—(College circular, 1873.)

The College Courant gives a summary from the catalogue of 1873-74, showing an attendance for the year of 182 students, of whom 138 had studied Latin, 72 Greek, 25 French, 18 German, 89 English, 130 mathematics, 28 physics, 13 chemistry, 13 philosophy, and 16 law.

RANDOLPH MACON COLLEGE, ASHLAND.

(Methodist Episcopal South.) The course of study at this college is elective, and is distributed into thirteen different schools, viz, those of Latin, Greek, English, French, German, pure mathematics, applied mathematics, natural science, chemistry, physiology and hygiene, moral philosophy and metaphysics, biblical literature, and oriental languages. In 1873-74, there were 235 students engaged in purely academic studies, 149 of whom were from Virginia, the remainder representing fifteen States and two Territories. In the school of Greek there were 116; Latin, 156; mathematics, 152; and English, 191; indicating that the adoption of the elective system has largely increased the number of those who apply themselves to the most difficult and profound course of instruction.—(College catalogue, 1873-74.)

ROANOKE COLLEGE, SALEM.

In addition to the classical, there are here preparatory and normal departments, one of modern languages and one of Hebrew. A select course is arranged for those not wishing to pursue the regular college course, affording a good English and business education. The chemical and philosophical apparatus is extensive and of a superior description. The cabinet of minerals contains more than 10,000 specimens, many of them rare and valuable.—(Catalogue of 1872-73.)

The College Courant of October, 1874, (p. 178,) says the fall term of Roanoke opened with the largest attendance ever had so early in the session, the students representing fifteen States.

WASHINGTON AND LEE UNIVERSITY, LEXINGTON.

The essential features of the organization of this university are: (1) The arrangement of the course of study into distinct elective schools or departments, in each of which there is a prescribed course which the student is required to pursue, according to the degree of his preparation. (2) The adaptation of the several departments to certain courses of study, to each of which is attached a corresponding degree, and some one of which students are encouraged as far as possible to complete. The degrees of A. B., B. S., and B. P., the collegiate degrees of the university, are founded upon these respective courses, each embracing a combination of required with elective studies, so as to allow the largest liberty consistent with thorough culture. The degree of A. M., which is the university degree proper, in the academic course, is founded upon the highest attainments in the several departments. The degree of doctor of philosophy is intended to encourage post-graduate study. The professional degrees of civil engineer, mining engineer, and bachelor of law, are attached to the several professional schools. No degrees are conferred in course, but all are based upon actual attainments in a completed course of study. (3) There is a system of honors, prizes, &c., adapted to the encouragement of general scholarship as well as of distinguished proficiency in particular branches. These are increased in number as fast as the funds of the university or the liberality of friends render it possible.

The university, in the year 1873-74, had 224 undergraduate students, of whom 101 studied Latin, 71 Greek, 124 modern languages, 92 English, 54 history and literature, 38 moral philosophy, 131 mathematics, 51 applied mathematics, 18 natural philosophy, 52 chemistry, 11 geology and mineralogy, 11 applied chemistry, and 25 law.

The faculty appoint annually three graduates of the degree of master of arts, with the title of resident masters, each appointment to be for two years, salary \$200; each master required to serve not exceeding one hour per day and to pursue at least one

academic course of study in the university. They are free from all charges for tuition or other fees.—(Catalogue of the university, 1873-74.)

The New York School Journal of September 19, (p. 63,) says that "money is being raised for the university pretty rapidly in the South, considering the impoverished condition of the country. Each of the States is to give \$50,000, and about half the money has been paid in."

COLLEGES FOR WOMEN.

Eleven institutions for the superior instruction of women report their statistics for 1874, 8 of which are authorized to confer academic degrees. In all there were 127 professors and instructors and 1,076 students; 548 of the latter were pursuing regular courses of study, 54 partial, and 3 post-graduate ones, while 123 were in preparatory studies. Music, both vocal and instrumental, French, and German are taught in all; in all but one, painting; in 3, Spanish and Italian; 5 have chemical laboratories and philosophical apparatus; 2 gymnasia; and 6 libraries of 300 to 2,500 volumes.—(Reports to United States Bureau of Education, 1874.)

Statistics of universities and colleges, 1874.

Names of universities and colleges.	Corps of instruction.	Number of students.		Property, income, &c.						Number of volumes in library.
		Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fee.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship-funds.	
College of William and Mary.	7	15	50	\$60,000	\$75,000	\$4,800	.....	\$0	\$12,000	a4,900
Emory and Henry College.	7	0	75	84	125,000	.....	\$7,534	0	0	a13,580
Hampden Sidney College.	5	0	86	30,000	85,000	5,600	.....	0	0	a7,000
Randolph Macon College.	11	0	225	70,000	25,000	1,500	11,875	0	0	a11,000
Richmond College.	7	.....	166	150,000	75,000	4,500	8,600	0	.....	a5,700
Roanoke College.	8	0	60	120	60,000	.....	8,500	.....	.....	a14,000
University of Virginia.	18	.....	362	.....	.....	.....	.....	.....	.....	40,000
Washington and Lee University.	13	0	186	150,000	200,000	.....	.....	0	.....	a15,000

* From Report of Commissioner of Education for 1873.

a Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

THEOLOGICAL SEMINARY, DIOCESE OF VIRGINIA.

This institution (Episcopal) was opened in a properly-organized form in Alexandria in 1823. In 1827, after the erection of the first building, it was removed to its present site—a hill 250 feet above the tide of the Potomac, two and a half miles west of Alexandria, and seven miles in a direct line from Washington, overlooking both cities and the river. The post-office address is "Theological Seminary, Fairfax County, Virginia." The institution was chartered by the State legislature in 1854. The full course of study occupies three years, each year comprising one session, commencing in September and terminating in June. There is a library of 10,000 volumes.

The faculty last year sustained a serious loss in the death of Rev. William Sparrow, D. D., a man of large abilities and high culture and peculiar aptitude for teaching, who occupied the position of Dodge professor of systematic divinity and of the evidences of Christianity.—(Catalogue of the seminary, 1873-74.)

UNION THEOLOGICAL SEMINARY, HAMPDEN SIDNEY.

This seminary (Presbyterian) was opened in January, 1824. After the war, the seminary, left without income, was sustained for a year by the benevolence of friends in New York and Baltimore. In the course of three years the buildings and grounds were put in good repair, the losses sustained by the war replaced, and such additions made to the permanent funds that the instruction of the institution is provided for on an economical arrangement.

The library now consists of about 7,500 carefully-selected volumes. The libraries and literary societies of Hampden Sidney College near by are also open to the students without charge. Collegiate instruction is given gratis in all the classes of this college to students of the seminary who desire it.—(Catalogue of the seminary, 1872-73.)

LAW DEPARTMENT OF THE UNIVERSITY OF VIRGINIA.

This department is styled a "school of equity, mercantile, international, constitutional, and civil law and government." The course is for two years, and its completion in less time, though sometimes permitted, is not advised, it being considered that, in order to attain thoroughness in this profession, thought is requisite as well as reading, time to digest as well as industry to acquire.—(University catalogue for 1874-75.)

A circular published by this department states that a private summer course of law lectures, commencing July 15 and lasting two months, has been kept up for six years past, and has been found beneficial beyond expectation to various classes of law students and practitioners.

SCHOOL OF LAW AND EQUITY, WASHINGTON AND LEE UNIVERSITY.

The course of study here is for two years, but may be completed in one by students who are well prepared, by attending both the junior and senior classes, each of which has six recitations a week. The degree of bachelor of laws is conferred on all who, upon thorough examination, prove themselves well acquainted with the entire course. The system of instruction embraces lectures, moot courts, and the use of text-books.—(University catalogue for 1873-74.)

SCHOOL OF LAW, RICHMOND COLLEGE.

The course of law in this school embraces but one scholastic year. The aim is to implant the great and guiding principles of jurisprudence and to impart a philosophic habit of thought.—(College catalogue, 1872-73.)

VIRGINIA AGRICULTURAL AND MECHANICAL COLLEGE.

This institution has to contend with difficulties and inconveniences; but its popularity is increasing rapidly, as its distinctive character becomes developed and known.

The dropping of Greek has been found to be absolutely necessary in order to do justice to the other indispensable studies. There is as yet no proper provision for modern languages, which are indispensable in a school of this character.

All students, unless excused by reason of physical disability, perform some kind of manual labor as a part of the course of instruction. This is not paid for; but besides this, other work is done voluntarily by the students for pay. As proof of the fact that the public opinion of the college has overcome all false shame in respect to manual labor, it is mentioned that many of those students whose circumstances do not make it necessary for them to defray any of their expenses by labor choose to do so. More than half the work done on the farm from March till October, 1874, besides that done by the regular unpaid details, was done by students. Students have, in a few cases, by this means defrayed all their expenses, which, by means of messes, have been reduced as low as \$100 a year.

Appropriations made by the general assembly at its last session have allowed the board of visitors to take steps to erect the necessary buildings.—(Report of the State superintendent of public instruction, 1874, pp. 82, 142.)

This appropriation, as stated by the Virginia Educational Journal, (p. 376,) amounts to \$15,000 a year for three years.

HAMPTON NORMAL AND AGRICULTURAL INSTITUTE.

Superintendent Ruffner says the prosperity of this institution is amazing, and, what is still more wonderful, it is conducted in such a way as to give satisfaction to all parties North and South. But a little more than a year ago was laid the foundation of the vast building, (a picture of which is given in the report,) not because there was money to build it, but because the needs of the school required it. The money was to come by faith and hard work. The building is up and is beautiful. There is some debt upon it, and there is need for increased facilities by which students can earn means to defray their expenses while in a course of study. There is also needed, in the opinion of the principal of the institute, a large farm, on which youths without means can, by a year's labor, save enough to pay school expenses for two years.

The girls' department of the school is interesting, from the manual as well as the mental instruction given. Sewing is systematically taught and instruction is given in kitchen, laundry, and fancy work. Superintendent Ruffner says he sees indications of the advent of clean kitchens and scientific cooking.—(Report of the State superintendent of public instruction, 1874, pp. 82-143.)

The Washington Republican, of February 19, 1875, is responsible for the statement that a committee of seven members of the Virginia legislature visited the institute on February 17, for the purpose of inspecting its workings. They spent an entire day in this examination, and pronounced it one of the best regulated institutions of learning in the State.

The American Educational Monthly for December, 1874, (p. 567,) says: "The fall term for 1874 opened with 300 students, the number meanwhile steadily increasing, and threatening to exceed the capacity of the school."

The Educational Journal of Virginia for August, 1874, published a statement of General S. C. Armstrong, the principal of the school, showing its aims and the degree of

success being attained there. He says: "The Hampton Institute is founded on the idea of self-help. The students work on the farm, in the shoe-shops, blacksmith-shops, sewing-rooms, printing-office, and carpenter-shops, and thus secure funds to pay for their board and clothing."

The truck raised by students' labor is shipped North and sold in the markets of New York, Baltimore, and Philadelphia. Nearly all the clothing is made by the female students. About six thousand dollars per year are earned by manual labor, at the rate of seven cents an hour.

Statistical summary of schools for scientific and professional instruction.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	- Property, income, &c.				Number of volumes in library.
					Value of grounds, build-ings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	
SCHOOLS OF SCIENCE.									
Hampton Normal and Agricultural Insti-tute.	14	....	a196	3	\$162,674	\$85,500	\$10,360	\$0	1,263
New Market Polytechnic Institute.....	.....	.....	.....	.....	b1,800	.....	.....	.....	.....
Scientific department of University of Vir-ginia.c	.....	.....	.....	.....	.....	.....	.....	.....	.....
Scientific department of Washington and Lee University.c	.....	.....	.....	.....	.....	.....	.....	.....	.....
Virginia Agricultural and Mechanical Col-lege.	7	.....	.....	3	49,947	172,000	20,685	d560	e750
Virginia Military Institute.....	13	....	273	4	350,000	40,000	2,200	d20,000	e6,000
SCHOOLS OF THEOLOGY.									
St. John's Theological Seminary.....	2	.....	4	.....	.....	.....	.....	.....	.....
Theological Seminary of the General Synod of the Evangelical Lutheran Church in North America.	3	....	4	3	.....	.....	.....	.....	400
Theological Seminary of the Protestant-Episcopal Church.	5	0	51	3	100,000	115,000	7,500	.....	10,000
Union Theological Seminary of the Gen-eral Assembly.	4	2	76	3	50,000	230,000	16,500	.....	9,800
SCHOOLS OF LAW.									
Law school of Richmond College.....	2	....	16	1	.....	.....	.....	.....	.....
Law department, University of Virginia ..	2	....	110	2	.....	.....	.....	5,000	3,000
Washington and Lee University law de-partment.	2	....	25	1	.....	.....	.....	.....	.....
SCHOOLS OF MEDICINE.									
Medical College of Virginia.....	14	....	42	2	60,000	0	0	5,000	1,000
Medical department, University of Virginia	5	....	70	3,4	.....	.....	.....	.....	.....

a Also 44 preparatory students.

b Apparatus.

c Reported with classical department.

d Also \$15,000 from State appropriation.

e Includes society libraries.

SPECIAL INSTRUCTION.

VIRGINIA INSTITUTE FOR THE EDUCATION OF THE DEAF AND DUMB AND THE BLIND, STAUNTON.

This institution, under State control, reports an attendance of 96 pupils in 1874—56 males and 40 females—taught by 7 professors and instructors, 1 of whom is a semimute; 417 pupils have received instruction since the foundation of the institute in 1839 and 5 of its graduates have become teachers in similar institutions. The branches taught are language, reading, writing, arithmetic, geography, English grammar, history, natural science, mental science, drawing and painting. The employments taught are mattress-making, mat-making, broom-making, and cane-seating of chairs.—(Report to the United States Bureau of Education.)

EDUCATIONAL CONVENTION.

EDUCATIONAL ASSOCIATION OF VIRGINIA.

The annual meeting for 1874 was held in the lecture room of Christ's Church, Norfolk, July 14-17. It was attended by 48 members, to whom were added during the session 32 new ones. Called to order by Prof. B. L. Gildersleeve, its president, it appointed its committees on the first day; on the second elected a new set of officers, of whom L. M. Blackford, principal of the Episcopal High School near Alexandria, was president, and at once proceeded to business. The discussions of that day were on "Instruction in geography," on the "Comparative value of methods of translation," on "Instruction in chemistry," and on "The sequence of the study of languages," which was supplementary to a paper read last year. At an evening session, Prof. Thomas R. Priece, of Randolph Macon College, addressed the audience on "The place of the mother-tongue in education."

The next day the committee on finance reported in favor of giving \$25 per annum to each secretary, to cover all expenses of the office; of publishing the minutes no longer in separate form, but in the Virginia Journal of Education, and of repealing the resolution of the year before, which reduced the annual contribution of members from \$2 to \$1. The first and second of these recommendations were adopted, the third being referred to the committee on constitutional amendments.

The committee on Educational Journal reported, highly favoring it, and recommending that two assistant editors be appointed, which was done.

Discussions were then held on "The propriety of employing honors and prizes as stimulants to study," and on "The best practical method of teaching the elements of English grammar." In the evening Dr. Ruffner, State superintendent, read a paper on "Moral instruction in schools," which was afterward published in the Educational Journal.

On the fourth day the association received with welcome a delegation from the Maryland Teachers' Institute, and discussed "The proper limits of object-teaching in elementary mathematics;" and listened to papers from Prof. W. A. Shepard, of Randolph Macon, on "Instruction in physiology and natural history," and from Prof. J. L. M. Curry, of Richmond College, on "The relation of our free school system to colleges."

Then, with thanks to all concerned for favors and hospitalities shown, the association adjourned, after passing a resolution not in future to expect entertainment in private houses.

OBITUARY RECORD.

REV. WILLIAM SPARROW.

Rev. William Sparrow, D. D., was born in Charlestown, Mass., in the year 1801. His parents returned to Ireland in 1804, and his school days were passed in Ireland. In the year 1817 he returned to the United States, and was a member of Columbia College, New York City, for about two years. About 1820 Bishop Chase invited him to the charge of a school in Worthington, Ohio.

After being professor in Miami University two years, he went to Kenyon College, where he was, first, professor of the Latin and Greek languages in the college, and then professor in the theological seminary for eleven years. In 1841 he came to the Episcopal Theological Seminary, near Alexandria, Va., as professor of systematic divinity, where he continued till his death, January 17, 1874.

He was a highly gifted man; a wise and successful teacher, greatly beloved by his pupils, who cherish his memory. As a preacher, he was distinguished for his breadth and variety, and sometimes rose to eloquence. As a man, he was remarkably genial in his temperament, and had a wide circle of friends, who deplore his loss.

LIST OF SCHOOL OFFICIALS IN VIRGINIA.

Hon. WILLIAM H. RUFFNER, *State superintendent of public instruction, Richmond.*

COUNTY AND CITY SUPERINTENDENTS.

County or city.	Name.	Post-office.
Accomack	James C. Weaver	Onancock.
Albemarle	D. P. Powers	Scottsville.
Alexandria, county and city ..	Richard L. Carne	Alexandria.
Alleghany and Craig	Paris V. Jones	New Castle, Craig County.
Amelia	M. F. T. Evans	Paineville.
Amherst	C. B. Christian	Riverdale.
Appomattox	Chapman H. Chilton	Spout Spring.
Augusta	Ro. S. Hamilton	Stanton.
Bath and Highland	J. Kenney Campbell	Spruce Hill, Highland County.
Bedford	Sidney L. Dunton	Liberty.
Bland	William Hicks	Bland Court-House.
Botetourt	G. Gray	Fincastle.

List of school officials in Virginia—Concluded.

County or city.	Name.	Post office.
Branswick	B. B. Wilkes	Charlie Hope.
Buchanan	Jacob Baldwin	Grundy.
Buckingham	William Merry Perkins	Buckingham Court-House.
Campbell	R. T. Lemmon	Castle Craig.
Caroline	Thomas R. Dew	Rappahannock Academy.
Carroll	D. B. Brown	Hillsville.
Charles City and New Kent	Sam. P. Christian	Providence Forge, New Kent County.
Charlotte	William W. Read	Charlotte Court-House.
Chesterfield	B. A. Hancock	Black Heath.
Clarke	William N. Nelson	Millwood.
Culpeper	Ro. E. Utterback	Jeffersonton.
Cumberland	Richard P. Walton	Cartersville.
Dinwiddie	Roger P. Atkinson	Dinwiddie Court-House.
Elizabeth City and Warwick	George M. Peck	Hampton, Elizabeth City County.
Essex	Henry Gresham	Tappahannock.
Fairfax	D. McC. Chichester	Fairfax Court-House.
Fauquier	L. L. Lomax	Salem, Fauquier County.
Floyd	C. M. Stigleman	Floyd Court-House.
Fluvanna	P. J. Winn	Fork Union.
Franklin	W. A. Griffith	Rocky Mount.
Frederick	W. H. Gold	Winchester.
Giles	George W. Hines	Newport.
Gloucester	William E. Wiatt	Gloucester Court-House.
Goochland	O. W. Kean	Northside.
Grayson	Fielding R. Cornett	Elk Creek.
Greene and Madison	William A. Hill	Rapidan Station, Culpeper County
Greenville and Sussex	W. H. Briggs	Hicksford, Greenville County.
Halifax	Henry E. Coleman	South Boston.
Hanover	J. B. Brown	Goodall's.
Henrico	Daniel E. Gardner	Richmond.
Henry	G. T. Griggs	Martinsville.
Isle of Wight	E. M. Morrison	Smithfield.
James City and York	James H. Allen	Burnt Ordinary.
King and Queen and Middlesex	J. Mason Evans	Church View, Middlesex County.
King George	William E. Baker	Shiloh.
King William	John Lewis	King William Court-House.
Lancaster and Northumberland	Meriwether Lewis	Litwalton, Lancaster County.
Lee	William A. Orr	Jonesville.
Loudoun	John W. Wildman	Leesburg.
Louisa	L. J. Haley	Harris.
Lunenburg	Robert M. Williams	Lunenburg Court-House.
Lynchburg	A. F. Biggers	Lynchburg.
Mathews	Thomas B. Lano	Mathews Court-House.
Mecklenburg	Edward L. Baptist	Boydton.
Montgomery	George G. Junkin	Christiansburg.
Nasemond	R. L. Brewer	Beileville.
Nelson	Patrick H. Cabell	Variety Mills.
Norfolk County	John T. West	Lake Drummond.
Norfolk City		Norfolk.
Northampton	John S. Parker	Eastville.
Nottoway	T. W. Sydnor	Blacks and Whites.
Orange	Jaqu. P. Tallaferro	Orange Court-House.
Page	E. J. Armstrong	Luray.
Patrick	James A. Taylor	Patrick Court-House.
Petersburg	P. F. Leavenworth	Petersburg.
Pittsylvania	G. W. Dame	Danville.
Portsmouth	James F. Crocker	Portsmouth.
Powhatan	P. S. Dance	Powhatan Court-House.
Prince Edward	B. M. Smith	Hampden Sidney.
Prince George and Surry	W. H. Harrison	Gareysville.
Princess Anne	Edgar B. Macon	London Bridge.
Prince William	W. W. Thornton	Brentsville.
Palaski	W. W. Wyser	Newbern.
Rappahannock	Henry Turner	Woodville.
Richmond and Westmoreland	Thomas Brown	Hague, Westmoreland County.
Richmond City	James H. Binford	Richmond.
Roanoke	W. W. Ballard	Salem.
Rockbridge	J. L. Campbell	Lexington.
Rockingham	Jos. S. Loose	Harrisonburg.
Russell	E. D. Miller	New Garden.
Scott	Robert E. Wolfe	Point Truth.
Shenandoah	John H. Grabill	Woodstock.
Smyth	D. C. Miller	Marion.
Southampton	James F. Bryant	Franklin Depot.
Spottsylvania	John Howison	Fredericksburg.
Stafford	R. L. Cooper	Stafford's Store.
Staunton City	J. J. Ladd	Staunton.
Tazewell	Jonathan Lyons	Tazewell Court-House.
Warren	M. P. Marshall	Front Royal.
Washington	A. L. Hogshead	Osceola.
Wise	Joseph Phipps	Osborne's Gap.
Wythe	James D. Thomas	Wytheville.

WEST VIRGINIA.*

STATISTICAL SUMMARY.

	1873.	1874.	Increase or decrease.
RECEIPTS.			
From State school fund.....	\$211,825 23	\$208,809 80	\$3,015 42
From district levies.....	481,234 12	497,070 50	15,836 38
From other sources.....	153,004 95	135,058 39	19,946 56
Total receipts reported.....	748,064 29	740,938 69	7,125 60
EXPENDITURES.			
For teachers' salaries.....	402,418 97	480,430 84	78,011 87
For secretaries of boards of education.....	7,844 95	9,211 95	1,367 00
For apparatus.....	1,657 64	2,709 90	1,052 26
For contingent expenses.....	30,173 00	14,975 20	15,197 80
For sites, buildings, furniture, &c.....	150,880 95	224,337 62	73,456 07
Total expenditures.....	592,975 51	731,664 91	138,689 40
SCHOOL ATTENDANCE.			
Number of children in State from 6 to 21 years of age.....	171,793	173,462	1,669
Number attending public schools.....	81,100	108,356	27,256
Average daily attendance, males.....	33,391	37,240	3,849
Average daily attendance, females.....	27,853	31,057	3,204
Total average daily attendance.....	61,244	68,297	7,053
Amount expended per pupil on enrollment.....		\$6 59	
Amount expended per child on enumeration.....		4 14	
TEACHERS AND TEACHERS' PAY.			
Total number of teachers employed.....	3,082	3,342	260
Total number of males employed.....	2,443	2,541	98
Total number of females employed.....	639	801	162
Average number of months engaged.....	3.94	4.12	.18
Average salaries of male teachers.....	\$34 00	\$35 70	\$1 70
Average salaries of female teachers.....	23 89	29 55	66
Number of teachers granted certificates.....	2,773	2,993	220
SCHOOL DISTRICTS AND SCHOOLS.			
Number of school districts in the State.....	329	321	8
Number of subdistricts.....	2,411	2,845	434
Number of independent school districts.....		38	
SCHOOL-HOUSES.			
Frame, 1,412; log, 1,097; brick, 73; stone, 30.....	2,612		
Frame, 1,540; log, 1,209; brick, 72; stone, 9.....		2,830	218
Number built during the year.....	91	131	40
Number commenced but not completed.....	85	102	17
Total value of school-houses.....	\$1,216,899 81	\$1,307,480 67	\$90,580 86
Total value of all school property.....	1,401,655 70	1,540,460 59	138,804 81

† Incomplete.

There is no account of permanent school fund for 1873 and 1874.

ELEMENTARY INSTRUCTION.

PROGRESS.

The superintendent at the outset of his report gives the following encouraging statement: The results of the free school work in the State for the last two years are very

* Mainly from the report of Hon. B. W. Byrne, State superintendent of free schools, for the years 1873 and 1874.

gratifying, as showing a steady and healthy increase in the attendance of pupils at school, as well as greater efficiency in financial and school management. The reports of county superintendents, particularly for the school year ended August 31, 1874, show a very decided improvement over those of any preceding year. Many of these reports are still imperfect, there being for this year five districts in the State from which no reports have been made and fifty-three from which only partial reports have been made. A full report from all the school districts would show a considerable increase of receipts and disbursements over the aggregate amount exhibited in the tables for this year. The reports also show much greater efficiency in the discharge of their duties by school officers generally, and particularly by county superintendents. And this fact encourages us to hope for further improvement for the future, so that we may in a few years expect perfect reports from all the counties.

The report of the county superintendent of Taylor County for 1874 was received at the office on the 31st of December, being too late for insertion in the statistical tables. It shows that the whole number of youth attending school for the year was 2,174, and that the daily average attendance was 1,611, which, added to the whole number reported in the tables, makes the total number as attending school during the year 110,530 and the daily average attendance 69,903. The amount expended by this county for teachers for the year is \$10,435.35 and the amount expended for all purposes is \$14,402.19, making the aggregate amount reported as expended by the teachers' fund in the State, \$490,866.19, and the aggregate amount expended for all purposes, including Taylor County, \$720,270.20.

The number which attended school during the year ended August 31, 1874, is 29,430 greater than the number that attended any previous year, and the average daily attendance is 8,664 greater than the average for any previous year; yet, when we consider that the whole enumeration reported for the year is 173,462 and the whole attendance at school during the year was only 110,530, leaving 62,932 who did not attend any free school during the year, we see that there is still a wide field for greater exertion and greater improvement, to the end that all the youth in the State of school age shall attend some school.—(State report, pp. 5, 6.)

THE SHERIFF AS TREASURER OF THE SCHOOL FUNDS.

Section 46 of the school law provides that "the sheriff or collector of the county shall collect and disburse all school money for the several districts and independent districts therein, both that levied by the said districts and that distributed thereto by the State."—(State report, pp. 23-26.)

Much complaint has been made by county superintendents and district school teachers of the great difficulty they have to contend with in getting the sheriffs to pay the orders given by the boards of education to teachers for their wages. This complaint is quite common from half or more of the counties of the State.

This is a great evil, and should be remedied at once. Many of the sheriffs use the money drawn by them from the State for the teachers, to pay the State revenue due by them for the current year, and depend upon future collections to pay the teachers, thus using the money which actually belongs to the teachers to pay their own debts, due by them on State revenues, so that, if there are any defaulting sheriffs, the loss or delay falls on the teachers.

It is hence suggested that the school law be amended by providing for the appointment of a treasurer of school moneys for each county, who shall be authorized to draw the State funds upon the order of the county superintendent, and to whom the sheriff shall be required to pay over, at stated periods, all local levies collected by him for school purposes, to be disbursed by the treasurer, as it is now done by the sheriff.—(State report, pp. 23-26.)

COLORED CHILDREN.

The colored population of the State is comparatively small, but, fortunately for their school facilities, a very large proportion of them are aggregated in the larger towns and villages, where educational advantages are afforded them; yet there is quite a number of them sparsely scattered over many of the counties, so much so that it is difficult to afford them educational advantages contemplated by the law.

Section 17 of the school law provides that "white and colored persons shall not be taught in the same school; but, to afford to colored children, as far as practicable, the benefit of a free school education, it shall be the duty of the trustee of every sub-district to establish therein one or more primary schools for colored persons between the ages of 6 and 21 years, whenever the number of such persons residing therein, between the ages aforesaid, shall exceed twenty-five," and that the trustees of two or more subdistricts may join in establishing such schools.

Section 18 provides that, "whenever, in any school district, the benefit of a free education is not secured to the colored children residing therein in the manner mentioned in the preceding section, the fund applicable to the support of free schools in such sub-districts, whether received from the State or local taxation, shall be divided in the

proportion which the number of colored children bears to the number of white children therein; and the share of the former shall be set apart for the education of colored persons of the proper age, residing in such subdistrict, or district, and be applied to that purpose from time to time in such way as the board of education of such district may deem best."

In a few instances county superintendents have reported that the provisions of the eighteenth section have been complied with by setting apart the proper share of the funds for the benefit of such colored youth as are not now in a condition to enjoy it, to be used for their benefit in the future. But it is feared that this provision is not strictly complied with throughout the State as it should be. Every board of education in the State should make diligent inquiry into this matter at its first annual meeting in each year, and if they ascertain that colored children live in their district, who, on account of the small number, cannot be provided with schools, they should set apart the proper proportion of the school funds each year, to be used from time to time, as sufficient funds may accumulate, for the education of such children. The free school system being administered entirely by the white population of the State, great care should be taken to see that exact justice be done to this unfortunate class of citizens in the matter of schools.

The whole number of colored youth enumerated in the State last year is 5,540, the whole number reported as attending school is 2,461; so that it will be seen that 42.63 per cent. of the colored children have attended the free schools.—(State report, pp. 26, 27.)

COUNTY SUPERINTENDENTS.

The office of county superintendent is probably the most important one connected with the school system. It is his province to organize the schools of his county, and, in most cases, if not in all, the success of the schools in each county depends upon the superintendent more than on all other officers combined, since he must take general supervision over the boards of education throughout his county, see that their duties are promptly and properly discharged, and also see that the boards of education take proper supervision over the trustees, that their duties may be properly attended to.

If county superintendents will perform all their duties faithfully, they will have no reason to complain of the want of efficiency of other officers.

It is gratifying to note a decided improvement in the reports from the counties this year over the reports of any preceding year. This fact is suggestive of an increased interest, by the school officers, in the duties of their respective offices, which is very commendable. But great deficiencies yet exist, which it is hoped and believed will soon be remedied by still greater efficiency in the discharge of their duties. As long as county superintendents fail to procure and make full reports to this office, the reports of the State superintendent must continue to be inaccurate.—(State report, pp. 27-29.)

TEACHERS' CERTIFICATES.

The school law passed April 12, 1873, provided that "professional certificates shall be granted by a State board of examiners, composed of three members, one of whom shall be the State superintendent of free schools, and the other two professional teachers, to be appointed by the governor. They shall examine any one applying therefor, and, if upon such examination he be found fully qualified, they shall grant him a professional certificate in proper form, engraved upon parchment, authenticated by the seal of the office of State superintendent and attested by his signature thereto, by which certificate the said teacher shall be legally admitted to the profession of teacher throughout the State of West Virginia during his life: *Provided*, That the State superintendent shall revoke such professional certificate for immorality, intemperance, or other good cause, when clearly proved; and the board of examiners of any county shall, for like cause, revoke the right conferred by such certificate within the limits of their respective counties."

Previous to this amendment, the State superintendent alone granted professional certificates. The present board of examiners is composed of Prof. J. H. Leps, A. M., of Frankford, Greenbrier County; Prof. W. J. Kenny, A. M., of Point Pleasant, Mason County; and the State superintendent of free schools. This board adopted a rule to grant certificates to all applicants who wished to follow teaching as a profession, who were found fully qualified in all the branches required to be taught in the common schools and in the art of teaching. The certificate which they give to the applicant who passes a proper examination states all the branches in which the teacher has been found qualified, and no other. This was supposed by the board to be sufficient protection against any imposition by the holder of the certificate, since all persons desiring to employ a teacher could see from the certificate in what branches the holder had been examined.

The principal reason which influenced the board in adopting so low a minimum standard of scholarship was that the general standard of attainment of teachers was

so low in the State that those wishing to follow teaching as a profession would be encouraged by this mark of distinction, and strive to increase their knowledge from time to time, and stand other examinations by the board, as they qualified themselves to do so, and add other branches to their certificate. This has already been done in a few instances.

There is a good deal of complaint among the more prominent teachers of the State of the action of this board in prescribing so low a standard of scholarship to which professional certificates are awarded. In this opinion they may be correct.—(State report, pp. 29-31.)

PECUNIARY SUPPORT OF SCHOOLS.

The free schools of West Virginia are supported from the following sources: (1) Annual interest on the invested school fund; (2) a uniform State tax of 10 cents on the \$100 valuation of all the taxable real and personal estate; (3) a State capitation tax of \$1 on all male inhabitants over 21 years of age; (4) a district levy for a school fund; and (5) a district levy for a building-fund.

These last two levies are made or rejected by a vote of the people of each school district of the State.

By a comparison of the system of raising money with the system of other States, it is believed that as a system it is as good as that of most of the States of the Union.

Indeed, the plan of raising part by general State tax and part by a local tax is the one adopted by most of the States. Some of the States, however, support their schools entirely by State levy, together with the interest on their invested funds, while others support theirs entirely by local levies. If the principle is a sound one, that the general wealth of the State is bound for the expenses of the government of the State, as asserted by some, then it would seem that the system of general and equal taxation of all the property of the State would be the correct one. But as those States in which free schools have been fostered for the greatest length of time have adopted the system of part State and part local taxation, followed also by other States whose systems are of more recent origin, it is safe to follow the greater weight of precedent thus established.—(State report, pp. 41, 42.)

CHANGES MADE BY THE CONSTITUTION OF 1872.

A few changes in the school system of the State were made by the new constitution, and it is believed that every change made is an improvement on the old constitution, on this subject. As some uneasiness has been felt by a few friends of education who have not taken time to examine the matter for themselves, from fear that some of the provisions of the new constitution have a tendency to cripple our school system, it may be useful to state the changes here for their benefit. They are in substance as follows:

First. It makes the State superintendent a constitutional officer, and fixes his salary and contingent expenses, instead of leaving it to the discretion of the legislature to appoint a superintendent and fix his salary.

Secondly. It makes it obligatory upon the legislature to provide for an efficient system of free schools, instead of leaving it to the discretion of the legislature to determine when it is "practicable" to establish such a system.

Thirdly. It makes all taxes levied on the revenues of any corporation part of the school fund, instead of taxes levied only on corporations that shall hereafter be created.

Fourthly. It provides that, if the school fund cannot be invested in the securities of the United States or of this State, the proper officers may invest it in other solvent securities.

Fifthly. It provides that the State capitation tax of \$1 on each person over 21 years shall form part of the annual distributable school fund, instead of leaving it to the legislature, as under the old constitution, to give it to the schools or not, at its discretion.

Sixthly. It provides that all school levies made in the districts shall be reported to the clerk of the county court, and that the sheriff shall make annual settlement with the county court, to be made a matter of record by the clerk, in a book to be kept for the purpose. It is believed that if this law can be strictly enforced great economy will thereby be established in the administration of the levies for school purposes.

Seventhly. It provides that white and colored persons shall not be taught in the same schools.

Eighthly. It provides that school officers shall not be interested in the sale of books or other things used in schools, and thereby removes them from the temptation to speculate in that way.

Ninthly. It provides that no more independent school districts shall be created, except by the consent of the voters of the districts to be affected by it; and

Tenthly. It provides that no more normal schools shall be created or supported by the State than those now in existence.—(State report, pp. 45-48.)

TRAINING OF TEACHERS.

TEACHERS' NORMAL INSTITUTES.

In June and July last, during the vacation of the schools, there were organized in this State six teachers' normal institutes. These institutes were encouraged by Dr. B. Sears, general agent of the Peabody fund, and entirely supported by a donation of \$600 from that fund, \$100 of which was expended in the employment of competent teachers for each institute. They were held about two weeks at each of the following places: One at Point Pleasant, one at Charleston, one at Lewisburg, one at Parkersburg, one at Grafton, and one at Weston.

The attendance of teachers at these institutes was not so large as was desired, yet it is believed that no branch of the school service produced more beneficial results for the amount of money expended than was realized from them. The average number in attendance was about 35, or in the aggregate 210 teachers. All the teachers in attendance showed their high appreciation of the opportunity afforded them to improve themselves in methods of teaching and school government by diligent application to their studies and exercises in the class-room, and many of them expressed themselves as having received much benefit from their experience of two short weeks; more, indeed, than they could have acquired in months or years of study without the aid of experienced instructors.

This being the first effort at the organization of these institutes, the attendance, though small, was as large as could be expected. There is great encouragement for hope that, if they shall continue to be held each year, they will be largely attended by the teachers of the State, and that much good will result from them, particularly to that class of teachers who have not the facilities for qualifying themselves for their work that are offered others more favorably situated.—(State report, p. 33.)

STATE NORMAL SCHOOL AND ITS BRANCHES.

This school was established by an act of the legislature, passed on the 27th day of February, 1867, at Marshall College, now in the city of Huntington. By subsequent acts of the legislature five branches of this school have been established at the following places: Fairmont, in Marion County; West Liberty, in Ohio County; Glenville, in Gilmer County; Shepherdstown, in Jefferson County; and Concord, in Mercer County. All these have gone into successful operation, except the one at Concord, which has not yet been organized. A building is in course of erection at this latter place, which will be ready to be occupied next year. The school at Marshall College was organized in 1868, the school at Fairmont in 1869, and the school at West Liberty in 1870.

The branches at Glenville and Shepherdstown were organized in 1873. They are managed by a board of regents, who appoint the teachers, fix their number and compensation, prescribe the terms and conditions on which pupils shall be received and instructed in said schools and the branches to be taught. They also determine the number of pupils to be received from each county, and appoint a resident executive committee for each school, who have the immediate management of the school, subject to the rules and regulations prescribed by the regents. The pupils admitted to the normal department of these schools are admitted free of all charges for tuition and for the use of books or apparatus. The teachers are employed by regents at fixed salaries, and paid by the State by an appropriation out of the treasury and by the fees received for tuition, if there be anything left after the payment of the contingent expenses.

The school-building at Huntington was mostly built by an appropriation from the State treasury. It is a well-constructed, commodious building; the main front of four stories and the wing of three, with school-rooms sufficient to accommodate 200 students and with boarding accommodations for half that number. Its value, including thirteen acres of ground, is about \$75,000.

The branch school at Fairmont was built in part by the State, and is owned jointly by the State and the independent district of Fairmont. Its front building is about equal to the building at Huntington, with a two-story wing. This building has ample room for the accommodation of 200 students in the normal department, besides rooms for the accommodation of the district school. There is no boarding department attached to this building. The lot on which it is erected is small. The value of buildings and grounds is about \$30,000.

The school-building at West Liberty was bought by the State, has room accommodations for 150 students, and is without any boarding department. The cost of the building was \$17,000.

There has been an appropriation of \$1,000 to aid in the construction of the school building at Glenville, but the State superintendent is not aware that the State has any interest in the property of this building.

The building used for the school at Shepherdstown is private property, but furnished for the use of the State without cost.

This is a fine building, with accommodations for about 200 pupils. It has no boarding department.

The property of the State in these buildings will aggregate about \$100,000. No ap-

appropriation was made by the last legislature for the payment of the teachers of these five schools, either for the last or the present year, and, notwithstanding the teachers had the greater part of a year's salary due them at the beginning of the present year, yet, with commendable zeal, they almost without exception entered into a new contract with the board of regents to continue the schools for the present year, trusting entirely to the next legislature to pay them for their services.

It is confidently anticipated that the next legislature will respond promptly to this confidence reposed in them by the teachers.

Since their organization the number of graduates from these schools respectively has been as follows: Marshall College, 34; Fairmont, 47; West Liberty, 39; Shepherdstown, 21; and Glenville, 5—whole number of graduates from all the normal schools, 146.—(State report, pp. 50, 51.)

SECONDARY INSTRUCTION.

HARPER'S FERRY HIGH SCHOOL.

This school, for the instruction of colored people, was built upon land formerly occupied by United States arsenals and armories, and was donated by the General Government for the purpose, aided by an endowment of \$10,000 from the late John Storer, of Maine. In 1868 it was chartered by the State legislature as Storer College. The curriculum is substantially the same as at the village schools, reading, writing, and arithmetic forming the basis, varied with some preliminary glimpses at history, geography, and political economy, literary composition, declamation, and instruction in the art of teaching. The expenses of schooling have been reduced to the lowest practical figure, costing for tuition and living about \$12 per month, and something less to those who board themselves. An example is mentioned of a man and his wife who supported themselves during the school term of nine months on \$81.75, the greater part having been earned by manual labor during the term, and without losing a day from school.—(New York School Journal, October 10, p. 100.)

It is intended to advance the grade of tuition here as fast as the pupils shall be prepared for it.

PRIVATE SCHOOLS FOR SECONDARY TRAINING.

One school of this character for boys, two for girls, and three for the two sexes together report to the Bureau for 1874 a total of 24 teachers and 619 scholars. Of these, 257 are said to be engaged in English studies and 69 in modern languages. In the three schools first mentioned, 10 pupils are reported to be engaged in classical studies. In the last three there is no reported number so engaged, though the fact that little more than half of the students are said to be in other studies would lead to the impression that the remainder may be in the classics, though perhaps only in an elementary way.

In three of the six schools drawing and vocal and instrumental music are taught. The two for girls have libraries of 500 and 4,000 volumes and the three for both sexes an aggregate of 600 volumes on their shelves.

SUPERIOR INSTRUCTION.

WEST VIRGINIA UNIVERSITY.

The superintendent says: Our university is believed to be making a steady and healthy progress in objects of its mission, so much so as to encourage the hope that the time is rapidly approaching when parents will find it to their interest to send their sons to our own university to be educated, rather than to send them to colleges in other States, where the advantages are no better, if as good as those afforded at home.

The catalogue of 1873-'74 shows that there were 138 students—seniors, 7; juniors, 7; sophomores, 18; freshmen, 33; normal students, 24; first preparatory students, 50; second preparatory students, 23.

The following history of the origin, endowment, name, government, scope, and departments of instruction of the university, taken from the catalogue for 1873-'74, is of sufficient interest for insertion.—(State report, p. 57.)

Origin of the university.—The constitution of the State makes it the duty of the legislature to "foster and encourage moral, intellectual, scientific, and agricultural improvement, and to make provision for the organization of such institutions of learning as the best interests of general education may demand." The National Congress having donated certain lands "in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life," the legislature accepted the same, and appointed a board to organize the institution, with instructions to "establish departments of education in literature, science, art, agriculture, and military tactics, including a preparatory department."—(State report, pp. 57, 58.)

Endowment and funds.—The proceeds of the sale of congressional lands amounted to \$90,000. The citizens of Morgantown contributed in grounds, buildings, and money \$50,000. The legislature, realizing the value of such an institution to the youth of the Commonwealth and of the country, has increased the endowment to about \$110,000, with annual appropriations for current and contingent expenses. As no part of the

congressional grant can be applied to the erection of buildings, (one-tenth only being allowed for the purchase of an experimental farm,) the legislature has also made provision for the supply and keeping in order of such buildings as the growth of the institution may from time to time demand.—(State report, p. 58.)

Name and government.—At the beginning, in common with some other national colleges, it was simply called the "Agricultural College." Having been, however, fully adopted by the State and the means supplied to aid in its establishment being supplemented by the legislature, an act was passed, pursuant to the recommendation of the governor, ordering that it should thereafter be known by the style and designation of "West Virginia University." It is under the immediate oversight of a board of nine regents, one from each judicial circuit, appointed by the State, and required to report through the governor to the legislature.—(State report, p. 58.)

Scope.—This is entirely in accord with the original design of the institution, as seen in the first paragraph of these "general remarks." The act of Congress contemplated the founding of institutions that should furnish not only "practical" but also "liberal education"—education "in the several pursuits" and "in the several professions in life." It forbids the exclusion of "classical studies," and requires attention to be given to agricultural and mechanical education, military tactics, &c. The act of the legislature contemplated a school of general instruction, and directed the board to organize several distinct departments in the interest of the people of the State and of the nation.—(Report, pp. 58, 59.)

The departments of instruction are (1) literary, (2) scientific, (3) agricultural, (4) military, and (5) preparatory.

An optional course is allowed those students whose special tastes or necessities prevent them from graduating in any of the regular departments. Parents and guardians of students who expect to attend the university are, however, earnestly advised to direct their studies with a view to entering one of these departments.

A normal class, for the special advantage of teachers, is formed every spring. In this the ordinary school studies are carefully reviewed, exactness and readiness in explanation and definition acquired, and instruction in the most approved methods of organizing and conducting schools imparted. There is also a weekly lecture before the class on some subject connected with teaching.—(Report, pp. 59, 60.)

United States Signal Service.—By direction of General Myer, Chief Signal Officer of the Army, a signal station has been established at the university for the benefit of commerce, agriculture, and science. Students are by this means furnished with special advantages for the study of meteorology and related subjects.—(Report, p. 62.)

OTHER COLLEGES IN WEST VIRGINIA.

Bethany and West Virginia Colleges have not furnished the Bureau for 1874 any information respecting themselves except that which is contained in the following table, which perhaps sufficiently shows their condition.

The Wheeling Female College and Parkersburg Academy of the Visitation report for that year 21 instructors and 219 students, of whom 75 are preparatory, 207 regular, 10 partial, and 2 post-graduate. Both teach vocal and instrumental music, drawing, painting, French, and German; and both have libraries, one of 300 and the other of 400 volumes, as well as museums, laboratories, apparatus, and gymnasia.—(Special returns to Bureau of Education.)

Statistics of a university and colleges, 1874.

Names of university and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship-funds.	
Bethany College.....	9	.....	123	1	\$250,000	\$60,000	\$4,500	\$2,000	.....	.....	a3,500
West Virginia College.....	5	0	61	1	15,000	0	0	.....	.....	\$0	537
West Virginia University.	12	9	250	247	150,000	110,000	6,600	1,800	\$18,000	0	a3,500

a Includes society libraries.

b For students in agriculture and science, see report of that department.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

All that relates to the former of these branches in this State has been sufficiently referred to in what concerns the West Virginia University. As to the latter, no further information is at hand than what the following table furnishes.

Statistics of schools for scientific and professional instruction.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	
SCHOOL OF SCIENCE.									
Agricultural department of West Virginia University.	.....	.....	224	4	.....	.....	.....	.....	.....
SCHOOL OF THEOLOGY.									
St. Vincent's College.....	3	.....	43	4	\$20,000	.....	.....	.....	3,000

a Also 23 preparatory students. For further statistics, see report of the university.

EDUCATIONAL CONVENTION.

STATE EDUCATIONAL ASSOCIATION.

This association of teachers met at Clarksburg on the 4th of August, was in session four days, and was well attended, considering the fact that it had not convened for two years. The teachers entered upon the business of the association with enthusiasm, and discussed and disposed of much business important to the interest of free schools.

Governor Jacob addressed the association on the occasion of their coming together, the objects and manner of improving the opportunity and good results hoped for. He spoke earnestly of his sympathy with the teachers and the necessity of a thorough education of all the people.

About forty new members were added to the association. A new constitution and by-laws were adopted for the future government of the association; after which the following officers were elected, "to remain in office till their successors are elected:"

President, B. W. Byrne, State superintendent; first vice-president, Loyal Young, D. D.; second vice-president, Miss Lizzie Stribling; third vice-president, Miss Belle Davidson; fourth vice-president, Prof. W. J. Kenney; recording secretary, Prof. J. S. Gould; corresponding secretary, ex-Gov. Wm. E. Stephenson; treasurer, Prof. T. C. Miller; auditor, Prof. Joseph McMurrin.

Point Pleasant was chosen as the place for the meeting of the association next year.

Valuable papers were read on several subjects important to the school interests of the State, but which are too long for insertion here.

Resolutions were adopted by the association on the following important subjects: (1) On the subject of text-books; (2) on the subject of high, graded, and academic schools; (3) on the subject of professional certificates; (4) on the subject of the proper school month; (5) on the subject of the revision of the school law; (6) on the subject of the State university; (7) on the subject of the exhibition of the school work of this State at the Centennial Anniversary in 1876; (8) on the subject of the West Virginia Educational Journal.—(State report, pp. 68, 69.)

OBITUARY RECORD.

J. B. NICOLAY.

Mr. J. B. Nicolay, late principal of the graded schools of Mannington, West Virginia, died at Falls City, Pa., June 26, 1874. A soldier in the war against secession, and serving honorably in it from the outset to the close, Mr. Nicolay then prepared himself to be a teacher, graduated at the National Normal School, Lebanon, Ohio, in 1863, and from that time was actively and usefully engaged in school work. In Mannington he found a fair field for the exercise of his profession, and wrought with heart and soul for the improvement of his schools till tuberculosis, the great enemy of teachers, set in during the winter of 1873, and after vainly struggling for awhile against it he had to resign his place. A Christian soldier and a zealous teacher, he labored faithfully for his country and his schools while strength was given him, and eventually sacrificed his life to his work. To such be all honor.

LIST OF SCHOOL OFFICIALS IN WEST VIRGINIA.

Hon. B. W. BYRNE, *superintendent of free schools, Charleston.*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Barbour	Wesley W. Carder	Philippi.
Berkley	Elias M. Walker	Martinsburg.
Boone	Cary Toney	Madison.
Braxton	T. J. Berry	Braxton Court-House.
Brooke	John W. Hough	Wellsburg.
Cabell	William Algeo	Ousley's Gap.
Calhoun	P. W. Bruffey	Grantsville.
Clay	Strother B. Grose	Clay Court-House.
Doddridge	F. J. Ashburn	West Union.
Fayette	O. W. Hughart	Hopewell.
Gilmer	Levi Johnson	Glenville.
Grant	Edward F. Vossler	Grant Court-House.
Greenbrier	J. M. McWhorter	Lewisburg.
Hampshire	Armistead M. Alverson	Capon Bridge.
Hancock	H. C. Shepherd	New Cumberland.
Hardy	George T. Williams	Moorefield.
Harrison	James R. Adams	Clarksburg.
Jackson	George B. Crow	Jackson Court-House.
Jefferson	Alex. Tinsley*	Shepherdstown.
Kanawha	Maitin Hill	Charleston.
Lewis	John S. Hall	Jacksonville.
Lincoln	George J. Kayser	Hamlin.
Logan	C. S. Stone	Chapmansville.
McDowell	John F. Gamble	Perrysville.
Marion	John A. Bock	Farmington.
Marshall	Samuel R. Hanen	Moundsville.
Mason	D. P. Guthrie	Clifton.
Mercer	A. B. Phipps†	Princeton.
Mineral	John W. Vandiver	Burlington.
Monongalia	Henry L. Cox	Morgantown.
Monroe	M. H. Bittinger	Indian Creek.
Morgan	George Buck	Berkeley Springs.
Nicholas	H. C. Tinsley	Fowler's Knob.
Ohio	Brooks Hedges	West Liberty.
Pendleton	J. Edward Penzbacker	Franklin.
Pleasants	A. W. Gorrell	Hebron.
Pocahontas	M. D. Dunlap	Academy.
Preston	John H. Feather	Valley Point.
Putnam	Mahlon S. Kirtley	Hurricane Station.
Raleigh	James F. Webb	Coal River Marshes.
Randolph	Jacob J. Hill	Huttonsville.
Ritchie	Presley W. Morris	Harrisville.
Roane	C. L. Broadus	Roxalana.
Summers	Charles L. Ellison	Rollinsburg.
Taylor	Perry Gawthrop	Pruntytown.
Tucker	Philetus Lipscomb	St. George.
Tyler	J. Edgar Boyers	Middlebourne.
Upshur	James F. Hodges	Buckhannon.
Wayne	Alderson Workman	Falls of Twelve Pole.
Webster	Charles W. Benedum	Webster Court-House.
Wetzel	William A. Newman	Knob Fork.
Wirt	Milton Wells§	Wirt Court-House.
Wood	S. T. Stapleton|| .....	Parkersburg.
Wyoming	Theodore F. Bailey	Baileysville.
Wheeling City	F. S. Williams	Wheeling.

* Appointed to fill vacancy caused by the resignation of William L. Wilson, October 2, 1874.

† Appointed January 9, 1875, in place of William R. Reynolds, elected to the house of delegates.

‡ Appointed September 1, 1874, to fill vacancy caused by the resignation of H. D. Clark.

§ Appointed December 7, 1874, to fill vacancy caused by the resignation of William E. Hall.

|| Appointed April 8, 1874, to fill vacancy caused by the resignation of George Loomis.

WISCONSIN. **STATISTICAL SUMMARY.***

RECEIPTS.

Money on hand August 31, 1873.....	\$452, 055
From taxes levied for building and repairing.....	231, 040
From taxes levied for teachers' wages.....	967, 753
From taxes levied for apparatus and libraries.....	13, 767
From taxes levied at annual meeting.....	355, 295
From taxes levied by county supervisors.....	267, 799
From income of State school fund.....	169, 481
From other sources.....	219, 868
Total receipts.....	2, 677, 058

EXPENDITURES.

For building and repairing.....	289, 680
For apparatus and libraries.....	16, 763
For services of male teachers.....	559, 564
For services of female teachers.....	753, 132
For old indebtedness.....	99, 706
For furniture, registers, and records.....	39, 303
For all other purposes.....	227, 643
Total expenditures.....	1, 985, 791
Balance on hand August 31, 1874.....	567, 396

	1873.	1874.
ATTENDANCE.		
Number of children over 4 and under 20 years of age in the State.....	436, 001	453, 161
Number of children over 4 and under 20 who have attended school.....	281, 708	276, 878
Whole number of different pupils attending public schools during the year.....	283, 477	278, 763
Number of days' attendance of different pupils during the year.....	20, 211, 939	21, 090, 612
Tabulating all classes of pupils the following is the result:		
Number reported as attending public schools.....	283, 477	278, 763
Number reported as attending private schools.....	9, 581	10, 873
Number reported as attending academies and colleges.....	2, 544	1, 623
Number estimated for benevolent institutions.....	1, 235	1, 125
Total.....	296, 827	292, 594
TEACHERS.		
Number of teachers required to teach the schools.....	5, 743	6, 126
Number of different persons employed as teachers during the year.....	8, 903	9, 332
Average monthly pay of male teachers in the country.....	\$43 38	\$47 41
Average monthly pay of female teachers in the country.....	27 52	32 13
Average monthly pay of male teachers in the cities.....	109 10	114 80
Average monthly pay of female teachers in the cities.....	37 70	37 10
SCHOOL DISTRICTS AND SCHOOLS.		
Number of school districts, not including independent cities.....	5, 205	5, 250
Number which reported.....	5, 130	5, 197
Number of schools with two departments.....	217	210
Number of schools with three or more departments.....	163	172
Average number of days school was maintained.....	151	152
Number of days schools have been taught by qualified teachers.....	787, 567	804, 499
SCHOOL-HOUSES.		
Number of public school houses in the State.....	4, 957	5, 113
Number of pupils the school-houses will accommodate.....	315, 111	319, 406
Number of school-houses built of brick or stone.....	693	686
Number of school-houses with outhouses in good condition.....	2, 174	3, 156
Number of sites well inclosed.....	1, 533	1, 494
VALUE OF SCHOOL PROPERTY.		
Highest valuation of school-house and site.....	\$75, 000	\$75, 000
Total valuation of school-houses.....	3, 995, 422	3, 713, 875
Total valuation of sites.....	425, 788	490, 118
Total valuation of apparatus.....	181, 326	117, 140
Total valuation of school property in the State.....	4, 602, 536	4, 321, 133

*From report of Hon. Edward Searing, State superintendent of public instruction for the year ended August 31, 1874.

EDUCATIONAL FUNDS AND INCOMES.

As appears by the report of the secretary of state, the gross receipts and disbursements pertaining to the several educational funds and the incomes thereof for the fiscal year ended September 30, 1874, were as follows :

	Receipts.	Disbursements.
School fund	\$81,893 11	\$39,114 00
School fund income	188,763 97	186,272 24
University fund	8,733 07	10,000 00
University fund income	43,131 31	43,082 71
Agricultural college fund	5,424 09	10,950 00
Agricultural college fund income	13,754 67	18,754 67
Normal school fund	50,756 93	70,511 67
Normal school fund income	80,184 90	61,123 70

ELEMENTARY INSTRUCTION.

EDUCATIONAL CONDITION OF THE STATE.

Mr. Searing, in this, his first annual report, makes a statement of the general educational condition of the State, mentioning, respectively, its defects and excellences as they have appeared to him during the observations of the past year.

The following outline gives, in brief form, a synopsis of what seem to him—

I. Manifest defects.—(1) "The schools are, to an injurious extent, supported by local taxation. Less than one-twelfth of their entire cost comes directly from the State. Hence there is great diversity in their character, those in cities and wealthy districts being good ; those in the least wealthy portions of the State being often very poor.

(2) "There is a great lack of facilities for secondary or academic instruction. The large majority of the children have access only to the common primary or mixed schools, and the teachers themselves receive insufficient training in the same schools in which they are afterward instructors."

(3) A lack of uniformity in text-books appears, and, with many children, an absolute want of text-books, constituting a source of great confusion and weakness in the schools. Moreover, while pupils are obliged to purchase text-books, the schools, he thinks, are not properly "free."

(4) "The election of superintendents in the same manner and at the same time with ordinary political officers, brings in many unfit men, makes the office precarious in tenure, and renders systematic and continued efforts for advancement impossible.

(5) "The adoption of the township system of government would be a great advance over the present independent and weak district system.

(6) "The eligibility of women to all school offices would contribute to the advancement of educational interests.

(7) "The State university is in pressing and immediate need of enlarged accommodations for its growing departments. Nothing in the educational situation is more discreditable to the State than the present shamefully poor and inadequate accommodations for instructional purposes of its chief educational institution—the one designed to offer instruction and training supplementing that of all beneath it.

(8) "There is an unwise inconsistency, both in the school law and in practice, respecting the length of a school month. It is desirable that the convenient decimal number of days now recognized by the majority of districts should be rendered by statute the legal month throughout the State.

(9) "There is still in the State a large number of inconvenient, unsightly, unhealthy and every way inappropriate school-houses.

(10) "The schools of the State, especially in the country districts, are in a great measure poor. The teachers are young, inexperienced, untrained, and are perpetually changing. They are to a large extent young girls, who, as was before said, have received their instruction only in the very class of schools in which they afterward teach.

(11) "Attendance is very irregular, especially in country districts.

(12) "Even in those places favored with the best high schools, there is a lamentable inclination, especially on the part of young men, to leave school just at the time when they are prepared to enter upon those studies for which the more elementary courses have prepared them."

II. Encouraging facts and omens.—"While the above constitute the less satisfactory features of our educational condition at the present time, the following are the more hopeful and encouraging facts and omens :

(1) "A public opinion that is slowly but constantly becoming more enlightened,

demanding better teachers, better buildings, and more abundant means of illustration, with a corresponding willingness to incur the necessarily increased expense.

(2) "An increasing number of well-qualified teachers, and a greater tendency towards permanence in the work. With an increase in the number of tolerably well paid, permanent, and honorable positions, there has grown up a professional sentiment, an *esprit de corps*, among the teachers of the State.

(3) "Nothing shows this more clearly than the teachers' associations which have recently sprung into vigorous being in all parts of the State.

(4) "There is a more marked tendency towards a harmonious co-operation of all educational forces in the State, both public and denominational or private.

(5) "The normal schools of Wisconsin, as now organized and equipped, are doing a noble work for the State. Alike in the generous fund that supports them, in the intelligent and conscientious management that controls them, in the capable faculties that officer them, and in the pupils that fill their attractive and well-appointed halls, they are an honor to the State.

(6) "The State university is, in its higher and no less important sphere, doing all that its less fortunate pecuniary circumstances will permit.

(7) "The high schools of the cities and larger villages are often thoroughly admirable in equipment and management, and are doing excellent service for those so fortunate as to enjoy their advantages.

(8) "While marked improvement has been and is now being made in the respects mentioned, the common mixed schools of country districts have not advanced in proportion; yet," it is believed, "improvement has been made in these, in many counties of the State.

(9) "The denominational or private colleges and other educational institutions of the State have enjoyed a year of more than usual prosperity. I cannot but consider this a cause for satisfaction. However much the State may do, there will always be room for well-directed and sustained private educational enterprises. It should not be the policy of the State to discourage such, but rather the reverse."—(State report for 1874, pp. 5-8.)

SCHOOL ATTENDANCE.

"The number of children between 4 and 20 years of age who have attended the public schools is 276,878; the number under 4 years who have attended is 499, and the number over 20 is 1,391, making the total number 278,768; a decrease from last year of 4,702, which is more surprising in view of the fact that the increase in school population seems to be so large. It is presumed that more children than usual have been kept out of school and at work." "The school-houses of the State will accommodate 319,406 pupils, which is 40,638 more than the whole attendance upon the public schools."—(State report for 1874, pp. 12, 14.)

TEACHERS' CERTIFICATES.

The whole number of certificates granted during the past year was 7,495, of which 2,259 were to males, and 5,236 to females; a decrease from last year of 157 to male teachers and an increase of 30 to female teachers. There is also an increase in the number of females receiving the higher grades of certificates. In addition to the certificates mentioned above, 55 were issued in the cities, which, with 2 State certificates, make a total of 8,260.

Of the two State certificates granted, one was for five years and the other a life certificate. A rule of the examiners required the attainment of at least 70 per cent. in every branch. There was no "averaging." A high standing in one branch did not atone for a low one in another. The deficiencies were chiefly in orthoëpy and orthography, in which most of the candidates were signally unsuccessful.—(State report for 1874, p. 13.)

UNIFORMITY OF TEXT-BOOKS.

The absolute lack of books on the part of a few in nearly every school, and the want of uniformity on the part of a larger number, are evils which seriously impair the efficiency and value of the schools. State uniformity is undesirable. County uniformity would involve the same difficulties and positive evils as State uniformity, but in a modified degree. The district is too small for a generally wise administration of any educational interest. The township is a convenient unit for the administration of all school interests, including uniformity of school-books. Such legislation is therefore earnestly recommended as would create in each town a board authorized to select the text-books for the schools of the town, the books so adopted not to be changed within less than three or five years.—(State report for 1874, pp. 33, 42.)

FREE TEXT-BOOKS.

It is also recommended that towns be allowed to loan books to pupils free of expense. This, it is held, must be done if the schools are to be really "free." There should be free books as well as free seats, free globes, free blackboards, and

free instruction. Free school-books would do more to diminish the evil of non-attendance than a compulsory law. Poverty keeps more children out of school than indifference. "The State, before seeking compulsory attendance, should seek to remove as many as possible of the barriers that separate poverty from culture. The abolition of the rate-bill was the removal of one. Evening schools are, in many cities and villages, a partial removal of another. Free text-books in all free public schools would be the entire removal of a third. With this last barrier of expense immediately and necessarily attendant upon education removed, our system would indeed be free. No longer would it involve, under this term, the paradox of an unavoidable annual cost of books to the individual pupil several times the amount given by the State to secure merely free instruction."

Bath and Lewiston, Maine, which have had free text-books for years, are quoted to prove that this is the "best and cheapest method of providing school-books." And the superintendent adds: "I am also able to give the following reliable facts from an unquestionably accurate source. A city superintendent in this State, who has recently made the subject a careful study, writes:

"On the plan of individual pupil ownership of text-books, in a city in Wisconsin with an actual school membership of some hundreds of pupils, the average cost per capita per annum in all grades, from primary to high school inclusive, is.. \$2 50
 "On the plan of government ownership of text-books in Lewiston, Me., with a school membership of 3,034 pupils, the cost of text-books per capita per annum in all grades, primary and high school inclusive, is 58"
 —(State report for 1874, pp. 42-44, 49, 53.)

THE TOWNSHIP SYSTEM.

"All things considered," says Mr. Searing, "I am inclined to think the general abolition throughout the State of the feeble district system would work more good to the cause of popular education with us, than any other one change we could inaugurate. The wretched character of the district system is not a question. It is a proved and admitted fact. The township system would furnish a solution of the text-book uniformity question, and would insure the success of the high-school system. In fact, without a town organization in some shape that success will be impossible. I hope to secure throughout the State a general and earnest reconsideration of this important subject."—(State report for 1874, pp. 69, 70.)

COUNTY SUPERINTENDENCE.

"The present system of county supervision is, as a system, undoubtedly the wisest the State could have adopted. But it has some unnecessarily defective points.

(1) "County superintendents, as was before said, are elected biennially, in the same manner and at the same time as political officers. As the law prescribes no qualifications, incompetent men are not unfrequently chosen.

(2) "The salary paid is so small that, in general, competent men, if elected, cannot devote their entire time to the duties of the office.

(3) "The tenure of the office is so brief and uncertain that anything like systematic improvement of the schools is next to impossible.

(4) "The present elective system puts a premium upon the unfaithful performance of duty. When continuance in office is altogether dependent upon the popular will or upon political influence, the strict and impartial performance of duty lies in a path beset with temptations.

"With a deep conviction of its need, shared by nearly all the educational men of the State," the superintendent says, "I urge a reform that shall secure the following results:

(1) "Educational qualifications entitling the superintendent to the possession of, at least, the highest certificate the law authorizes him to grant to others.

(2) "Permanence in office, practically during the time of efficient service. This can only be secured by some appointive, instead of the present elective, system.

(3) "A salary sufficient to induce capable men to accept the work and to enter upon it as a permanent professional employment.

(4) "I urge further that the system of county supervision be more thoroughly organized and strengthened by a law to secure a uniform examination of teachers."—(State report for 1874, pp. 92-94.)

WOMEN AS SCHOOL OFFICERS.

The superintendent urges that Wisconsin should follow the example of several other States, and authorize women to serve as local school officers. "Allow and encourage capable, educated, and earnest women to share in the government of schools and the choice of teachers, and a new element of interest, strength, and success would be added to the State system. There would be more assiduous supervision in districts and towns; better teachers would in many instances be secured; school buildings and grounds that outrage all taste and comfort, and too frequently all decency, would be less common."

COMPULSORY EDUCATION.

The opinion is expressed that "the difficulties lying in the way of the successful working of a general compulsory law are numerous and nearly insuperable; so that there is an overwhelming probability of the failure of such a law to attain the ends desired." It is believed that there is in such a law "something essentially opposed to the genius of our free institutions, something essentially un-American." "No peril to the State" is apprehended "from the mere fact that a small fractional part of its children do not obtain such primary instruction as the common schools afford," and the idea that "crime is the direct result of illiteracy" is characterized as a "fallacy quite commonly accepted as truth."—(State report for 1874, pp. 53-68.)

ADORNMENT OF SCHOOL GROUNDS.

An editorial in the Wisconsin Journal of Education gives a "few earnest words in favor of the adornment of school-houses and grounds, but particularly of grounds. These, it is urged, should never be less than half an acre in extent in the country; they should be inclosed by a neat, substantial fence, and adorned, at least, with trees. Hardy, fast-growing varieties should be selected, as the maple, elm, and white ash. To have the school grounds bordered and studded with these trees would require little expenditure of money or labor, and that would be well invested. The children would be better and happier for it, and the teacher would do better work. It is suggested that if the masculine portion of the community cannot be made to feel an interest in this subject, it should be referred to the women, who have a keener love for the beautiful in nature and art than men have, and who are quite as much interested as they in the comfort and attractiveness of the schools in which their children spend so much time at an age when character is most easily molded. Women can, if necessary, organize the movement and secure the money or the public sentiment, or both, that shall rapidly change the present unsightly, inconvenient, unwholesome school-houses and their surroundings into neat, attractive, healthful, and refining sources of better primary culture. The writer thinks there are great and unexpected possibilities of help from women in educational as well as in other reforms.

SCHOOLS IN WAUKESHA COUNTY.

Mr. N. T. Stewart, superintendent of schools in Waukesha County, gives the following among other notes of observations made by him while visiting the schools of his county: "The average school-house is a frame building of no decided color, made to seat about 44 pupils; the yard, about one-fourth of an acre in extent, is uninclosed, devoid of shade-trees and encumbered by a pile of half-seasoned wood and a few stones. The blackboard is about 30 feet square; there are some old maps; the walls are soiled as high as the average boy can reach; floor and seats clean; some plaster off and cracks in floor and walls; some broken or cracked panes of glass; and a stove almost red-hot near one end of the room. Most of the out-buildings were inspected and none were found really decent."—(Wisconsin Journal of Education, June, pp. 237, 238.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.*

There are three of these schools in full operation in the State, and another, the fourth normal school, at River Falls, will be ready to take its place in the work during the coming year. The Wisconsin Journal of Education for August, (p. 322,) says that W. D. Parker, for several years principal of the Janesville high school, has been chosen president of this new school.

By recent action of the board of regents, two courses of study have been adopted for all the State normal schools, viz, an elementary course of two years and an advanced course of four years, (including the two years of the elementary course.) Students completing the elementary course receive a certificate of graduation valid in the State for five years. To those completing the advanced course a diploma from the board of regents is awarded, which will exempt the holders from examination as instructors in the common schools of the State, unless canceled by State authority for unworthy conduct.

The Platteville Normal School reports 467 students, of whom 195 are in the normal department. The graduates of the school number 79. "The present condition of the school is, in most respects, encouraging. The recent changes in the course of study are proving advantageous."

At the Whitewater Normal School the number of students in attendance was 356, of whom 230 were normal students. This number more than filled the working capacity of the institution, while many applicants were refused admission for want of accommodation. A class of 15 graduated from the three years' course, making the whole num-

* Mainly from the State report for 1874, pp. 103-151.

ber of graduates 51. Of the undergraduates, 78 have taken charge of district schools, making the whole number of teachers furnished from the institution during the past year 93. Substantial additions have been made during the year to the department of natural science.

In reply to the charge that the normal schools of the State are merely local in their influence, a writer in the Wisconsin Journal of Education for August, 1874, (p. 291,) makes the statement that outside of a circle of 50 miles in diameter, taking the Whitewater Normal School for a center, came, on an average, 40 per cent. of the pupils of the school, while but 24 per cent. had Whitewater as their post-office address, and of the 51 graduates but 31 resided within this limit. Of the 36 graduates previous to the last commencement, only 8 have taught in the neighborhood of the school, 3 did not teach during the last year, while 25 have taught in places at a distance and widely separated, proving that the final results accomplished have been rather general than local.

The Oshkosh Normal School makes its third annual report. The number of pupils enrolled in the normal department during the past year was 268; the whole number since organization, 475. Of the whole number enrolled, 215 are known to have taught since leaving school; 100 pupils, enrolled during 1873-'74, taught during the year; 83 are teaching at the present time. The elementary course of study, lately arranged for the normal schools, meets a pressing need. The principal of this school says: "Not one in twenty of the pupils enrolled has a reasonably thorough knowledge of the elementary branches, yet many of these have pursued quite extended courses of study in higher branches. In view of this fact the elementary course has been framed for a somewhat extended work in the common school branches. This is done with the firm conviction that, given a mind but little cultivated and time limited to a few months, or a year or two, the teacher is best prepared for his work by *direct* rather than indirect culture."

An editorial in the Wisconsin Journal of Education, in describing a very satisfactory visit to the Whitewater and Platteville schools, mingles with its praise some criticism upon the normal schools in general. The editor says that, while they are munificently constructed, equipped, and supported, are doing a good work, and are a blessing to the State, they are not yet doing as great and useful a work as they ought to do. Their scope is too limited. They should impart a more thorough and extended culture. They should be put in relationship to the university. This last suggestion was seconded by the State Teachers' Association at its meeting in 1874.

TERMS OF ADMISSION TO STATE NORMAL SCHOOLS.

Candidates for admission must be nominated by the county or city superintendent having jurisdiction; they must be at least 16 years of age, of sound bodily health and of good moral character. Each person so nominated must receive a certificate setting forth his name, age, health, and character.

FINANCES OF THE NORMAL SCHOOLS.

The income of the normal school fund during the past year was \$134,854.25, of which \$61,128.70 was expended for the schools, leaving a balance at the close of the year of \$73,725.55.

TEACHERS' INSTITUTES.

The institutes held during the past year have been conducted, for the most part, as in the previous year, by members of the faculties of the three normal schools. The whole number of days they were in session was 245, and the number of teachers attending, 2,436, of whom 1,085 attended the full term, 291 attended for three days, 236 for two days, and 165 for one day.—(State report for 1874, p. 19.)

EDUCATIONAL JOURNAL.

The Wisconsin Journal of Education, edited by the State superintendent and his assistant, gives, in its monthly issues, large space to papers which go to train the teachers for their work and aid them in it. It thus forms an important auxiliary to the normal schools and teachers' institutes.

SECONDARY INSTRUCTION.

NECESSITY FOR MORE HIGH SCHOOLS.

"The need of increased facilities for secondary or academic instruction in the State has long been felt. It has repeatedly found expression in teachers' institutes, county associations, &c. It has been recognized in the annual messages of the governors and the annual reports of State superintendents. It found embodiment last winter in the State legislature, in a bill which passed the assembly, and had many friends in the

senate, but, owing to doubts of the wisdom of the particular plan—not, however, of the need of *some* plan—it failed to become a law.”

As the result of nearly a year's personal observation in many counties of the State, of personal conferences with teachers, school officers, and citizens, and of correspondence with others, the superintendent has become convinced of the following facts:

“1. That out of the cities and more important villages there is a large need and demand for higher educational facilities than the common district schools afford.

“2. That elementary instruction in the common schools is suffering from a course of studies in these schools too extensive for the time of a single teacher and inconsistent with a systematic gradation and division of labor.

“3. That to remedy these evils and to meet the popular need, there should be established a new system of higher schools, widely scattered, and in close relationship with the primary district schools of the State.

“Very much has been said by the friends of university or collegiate culture respecting the need of intermediate schools in order to secure the fullest development and welfare of the university, that chief cap-stone of the State school system. But the popular need is not a *few long ladders* by which to climb to the solitary peak whence all the wisdom of the earth is under view, but rather *many short, convenient, and inexpensive ones* by which to climb to the broad, fair, and wholesome table-land of secondary or academic culture. What is everywhere needed is not so much the *preparatory* school as the *supplementary* school.”

It is the conviction of the superintendent that the system needed is a system of township rather than of county schools.

“The high school must be the creation of at least a town;” and such a change in the statute law is recommended as would give to a town, or to two or more adjoining towns, the privilege and power of establishing such a school and of supporting it, in whole or in part, by a general tax. It is further and most earnestly recommended that the State not only grant this privilege of voluntary action, but that it should do more—should offer a special inducement to the exercise of this privilege.—(State report for 1874, pp. 20-22.)

CITY HIGH SCHOOLS.

“The high school of Milwaukee,” says the Public School Record of that city, “was never before so well supplied with rooms and furniture or supported by so generous and encouraging a public sentiment. During the past four years it has graduated 52 young ladies and gentlemen.”—(Wisconsin Journal of Education, November, p. 451.)

The high school at Oshkosh graduated 10 pupils at last commencement.—(Wisconsin Journal of Education, November, p. 451.)

“The Madison High School, in its elegant new building,” says the Wisconsin Journal of Education, (October, p. 405,) “is getting a name worthy of the city. Quite a large number of pupils from the country are in attendance; several of its next year's graduates will enter the university.”

ACADEMIES AND SEMINARIES.

Only three academies and seminaries reported their statistics for 1874 to the State superintendent, namely, Elroy Seminary, Elroy, recently established; Kemper Hall, Kenosha, and St. Clara Academy, at Sinsinawa Mound, the last two being schools for young ladies, the first mentioned for both sexes. Elroy Academy has both a gentleman and lady principal, Rev. F. M. Washburn, A. B., and Mrs. M. A. Washburn, M. A. Attendance of students not reported. Kemper Hall had 32 pupils in regular classes, 6 in irregular, and 40 in preparatory. St. Clara reports 57 pupils in regular and 35 in irregular classes, with 25 in the preparatory department.—(State report for 1874, pp. 19, 161-163.)

This Office has received, for the present year, reports from 13 academies and seminaries, including two of those reporting to the State superintendent. One of these schools is for boys, 5 are for girls, and 7 for both sexes. All had an attendance of 1,741 students, 249 of whom were engaged in classical studies and 679 in modern languages; 42 were preparing for a classical, and 14 for a scientific course in college. Drawing is taught in 9 of these schools, vocal music in 11, and instrumental in 10.

PREPARATORY SCHOOLS.

Two schools for the preparation of students for college report to this Office (1874) an attendance of 254 pupils, 34 of them pursuing classical, 33 scientific, and 187 other courses; course in both, four years. One reports the possession of chemical laboratory, philosophical cabinet and apparatus, gymnasium, and library of 2,000 volumes.

The preparatory departments of the colleges in the State show in 1874 an aggregate of 1,174 students.

BUSINESS COLLEGES.

Seven of these schools report (1874) an attendance of 902 students: 777 young men and 125 young women; 29 were studying German and 11 French. Two of these schools have libraries of 25 and 150 volumes respectively.

SUPERIOR INSTRUCTION.

UNIVERSITY OF WISCONSIN.

The board of regents of the university report that the last year has been one of substantial progress. The building and grounds have been improved, so far as the means at the disposal of the regents would admit, a quantitative laboratory has been opened, numerous additions have been made to the apparatus in the different departments, and some changes have taken place in the faculty and teachers. The resignation of Rev. J. H. Twombly, D. D., as president, was accepted by the regents in January, 1874. Prof. John Bascom, formerly of Williams College, Massachusetts, was invited to occupy the place, and entered on the discharge of his duties with the beginning of the spring term.

In the president's report it is stated that there entered the university in the opening term of the year 43 graduates of graded schools, entitled, by examination, to free tuition. Of these, 36 are in the freshman class, the whole class containing 82 members. This fact is sufficient to show that the university is beginning to draw directly and strongly on the public schools for support, and is able thus, in turn, to influence and guide them in their work. Of the remaining 46 in the freshman class, 36 have been fitted in the university itself. A rapid transfer of this entire work to the graded schools is anticipated.

Of the 372 students during the year, 111 were ladies. The number of ladies who graduated was 14, and the whole number of lady graduates from the institution is 56. The ladies' hall, recently erected, is a model of neatness, comfort, and convenience.

The president makes an earnest appeal in behalf of the university. "The university," he says, "is ready to grow at once; is ready for improvement in all the means of instruction and in scholarship. Our numbers are already in advance of our appliances. Our wants are urgent, and cannot be postponed." These are ranked in the following order: Science-hall, chapel, enlarged instruction, astronomical observatory. It is hoped that during the next three years these may all be supplied.

The regents urge upon the legislature the erection of a new college building, which has now become "an imperative necessity," and the board of visitors recommend an appropriation, without delay, for the purchase of philosophical apparatus, also an appropriation for the current year of \$10,000, and an annual allowance of from \$3,000 to \$5,000 hereafter for the library. The entire income of the university the past year was but little over \$61,000, and, without State aid, addition to the buildings or extension of the courses of instruction is impossible.—(State report for 1874, pp. 85-102, 152.)

COLLEGES AND UNIVERSITIES.*

In addition to the State University, the following institutions have reported as required by law: Beloit College, Carroll College, Galesville University, Milton College, Racine College, Ripon College, and Wayland University.

The following table presents the usual summary of statistics for the past two years:

	1873.	1874.
Number of colleges reported, (not including State University)	6	7
Number of members of faculties	61	66
Number graduated at last commencement	62	61
Total number who have graduated	333	610
Number of students in senior classes	53	58
Number of students in junior classes	56	52
Number of students in sophomore classes	100	85
Number of students in freshman classes	129	243
Number of students not in regular classes	143	65
Number of students in preparatory departments	1,275	996
Total number in the institutions	1,756	1,461
Number of acres owned by the institutions	2,851	3,605
Estimated cash value of lands	\$66,520	\$98,200
Estimated cash value of buildings	302,500	294,250
Amount of endowment funds, except real estate	230,553	303,008
Amount of income from tuition*	95,244	86,072
Amount of income from other sources	33,017	32,944

*In the item of tuition above is included the amount paid for board, also, at Racine College, which is about \$71,000 for 1873 and \$62,000 for 1874, leaving the amount of tuition proper, each year, \$24,244 and \$24,072.

COLLEGES FOR WOMEN.

Three institutions for the superior instruction of women report to this Office statistics for 1874, one of them being St. Clara Academy, included by the State superin-

*State report for 1874, pp. 18, 19.

tendent among schools for secondary instruction. Two of these schools (one being St. Clara Academy) are authorized to confer academic degrees. All three report an attendance of 195 students, with 42 professors and instructors. There were pursuing regular courses, 124; partial, 15; and post-graduate, 1; 126 were engaged in preparatory studies.

Statistics of universities and colleges, 1874.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, build- ings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	Receipts for the last year from State appropria- tion.	Aggregate amount of scholarship-funds.	
Beloit College	11	α5	146	65	\$90,000	\$120,000	\$10,800	\$4,130	0	\$15,000	63,656
Galesville University.....	9	0	101	29	20,000	10,000	1,000	1,800	0	0	4,500
Lawrence University.....	7	.....	97	80	65,000	108,000	8,000	4,600	.....	.....	68,700
Milton College	9	.....	150	80	35,925	6,600	250	3,425	.....	.....	61,700
Northwestern University ..	7	.....	147	25	35,000	.....	.....	1,500	.....	20,000	2,000
Pio Nono College*	5	.....	50	50	50,000	.....	.....	.....	.....	.....	.....
Racine College.....	12	0	138	45	175,000	0	0	66,587	0	26,000	2,500
Ripon College.....	10	0	219	75	65,000	50,000	4,450	3,500	0	0	66,000
St. John's College.....	20	0	80	160	150,000	0	0	20,000	0	0	3,500
University of Wisconsin	21	0	646	654	250,000	456,967	34,173	8,716	17,363	0	55,800

* From Report of Commissioner of Education for 1873.

α Four, partially.

b Includes society libraries.

c Also 31 students unclassified. For scientific students, see report of that department.

PROFESSIONAL INSTRUCTION.

NASHOTAH THEOLOGICAL SEMINARY,

(Protestant Episcopal,) founded in 1842 and incorporated in 1847, is situated on Nashotah Lakes, in Waukesha County. The course of instruction is such as is usually given in institutions of the kind, such as pastoral theology, ecclesiastical history, systematic divinity, biblical literature, Hebrew, Greek, and scriptural exegesis.—(Story of Nashotah, 1874, p. 89.)

LAW DEPARTMENT OF THE UNIVERSITY OF WISCONSIN.

The method of instruction here is for the most part by lectures and by reading under the direction of the professors, with moot-court practice. The moot-court is held weekly, where the students are taught to practice as students what they will be required to perform as lawyers, the preparation of pleadings and the argument of questions being under the direction of the dean of the faculty.

The law library of the State, probably the largest collection of the kind in the Northwest, is at all times accessible to the students. So also is the miscellaneous library of the State Historical Society.—(Catalogue of university, 1874-75, p. 51.)

Statistics of schools for scientific and professional instruction.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	No. of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	
SCHOOL OF SCIENCE.									
College of Arts, University of Wisconsin.	.....	.....	a190	4	.....	.....	.....	.....	.....
SCHOOLS OF THEOLOGY.									
Nashotah House.....	6	1	50	6	\$70,000	\$25,000	\$2,000	.....	6,000
Seminary of St. Francis of Sales	13	.....	63	9	.....	.....	.....	.....	.....
SCHOOL OF LAW.									
Law department, University of Wisconsin.	8	.....	37	1	.....	0	0	.....	.....

a Also 51 preparatory students; for farther statistics, see report of university.

SPECIAL INSTRUCTION.**INSTITUTE FOR THE BLIND.**

Great misfortunes have befallen this institution during the past year, which opened most auspiciously. It appeared that the year was to be one of unprecedented success, but in the fall a serious attack of measles interrupted the operations of the school, prostrating many of the pupils and proving fatal to two of them. In the spring, fire destroyed the main edifice of the institution, with most of its furniture and apparatus, and caused the death of one pupil. For a few days the school was scattered, but was soon reorganized in the best quarters that could be procured, and carried on, as well as circumstances permitted, until the end of the term in June. During the vacation a wooden building was erected, and in this and the remaining buildings of the institution the school is now in progress, slightly diminished in numbers, greatly hindered in efficiency by its losses, but still earnestly engaged in its work. Attention to study has been good, and examinations show great progress. As indicating the progress that may be made in the literary department, the fact is mentioned that one of the last year's graduates of the school entered the theological school at Evanston, and last spring, in competition with members of his class, won a prize of \$100 offered for excellence in English composition.

The whole number of pupils under instruction during the year was 78, of whom 17 were new pupils. It is a noteworthy fact that, notwithstanding the troubles of the school during the year, the average attendance was greater than ever before.—(State report for 1874, pp. 198-200.)

INSTITUTE FOR THE DEAF AND DUMB.

In the report of this institution it is stated that it is "thirty-five years younger than the oldest in this country, that it is the fifteenth in the date of organization, that it was established earlier than similar institutions in some States older than Wisconsin, and that of thirty-five schools now in operation in the United States, it is the eighth—almost the seventh—in the number of pupils."

The number of pupils in 1873 was 173: males, 99; females, 74. Of these 13 were semi-mutes. The attendance was larger than in any previous year.

SOLDIERS' ORPHANS' HOME.

On January 1, 1875, this institution had served its mission as a home for soldiers' orphans, and not one for whose benefit it was established remains within its walls. The largest number ever in the home at any one time was 266, and the whole number of inmates during the nine years of its existence, 683. Not more than one-third of that number have remained long enough to receive any marked benefit from the schools; but some who are indebted to the home for all the education they possess are doing

acceptable work as teachers. Eighteen pupils—ten girls and eight boys—have been sent from the home to the State normal schools. Of those who have completed their term at these schools, seven have proved themselves successful teachers, and are now at work.—(State report for 1874, pp. 195, 196.)

INDUSTRIAL SCHOOL FOR BOYS.

Since the opening of this school in 1860, 1,114 inmates have been received, of whom 73 were girls. Since 1870, only boys have been received. No provision has been made for delinquent girls. At the date of the report, January 1, 1875, there were on the roll 305 boys, whose average age was 14 years. The law limits the age of commitments to between 10 and 16 years. Boys are discharged at the discretion of the board of managers. The first requisite for discharge is a good record in the school, the second, a suitable home to go to. Boys who have not homes are, on leaving, provided with one by the superintendent. The family system has been adopted. There are eight families, each with its separate building, play-ground, &c. School is held eleven months of the year, and the branches of a common school education are thoroughly taught. The superintendent of the school says: "The popular opinion that this is more a criminal than a benevolent institution is erroneous. It is our special business to prevent a life of crime. We think the record of our discharged inmates will show a fair percentage of reasonably good conduct. Very few, to our knowledge, live lives of idleness and crime."—(State report for 1874, pp. 196-198.)

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

The twenty-second annual session of the Wisconsin State Teachers' Association was held at Madison, July 15-17, 1874. Among the most important of the papers read were those by Oliver Arey, president of Whitewater Normal School, on the "Common conception of the teacher, and of the institutions in which he is educated, inadequate;" S. R. Winchell, principal of Milwaukee high school, on "The true function of the high school;" and Prof. Salisbury on "Academic culture in the State system." Prof. Edward Searing, State superintendent of public instruction, delivered a lecture on "The need and the character of the culture suited to the present day."

The subject of drawing, as taught in the Milwaukee public schools, was discussed at length. The committee on teachers' institutes expressed, in their report, the belief that the institute work of the State is becoming better organized and conducted. The meetings of conductors for instruction and consultation, as held the last two years, were regarded as eminently fitted to secure a wise prosecution of the work, and their continuance is recommended. The present plan of operating the institute work in connection with the normal schools of the State was fully approved. It was believed that institutes may be rendered more efficient by adopting a course of study and work embracing a term of years, and it was recommended that a committee be appointed to inquire into the feasibility of adopting such a course, with instructions to report at the meeting of the executive committee in the following December.

The committee on high schools and county academies reported resolutions to the effect that "the necessities of the common schools, as well as of the higher institutions of learning, demand intermediate schools which shall provide teachers fitted for the rural districts, and students fitly prepared to enter college; that it is entirely consistent with the educational policy of the State that such schools be provided by the State; and that the schools contemplated in the bill introduced into the last legislature are such as the case requires."

The committee on graded schools reported a resolution "that the graded school system be strongly recommended to the consideration of school directors in the State."

J. Q. Emery was elected president of the association for the ensuing year.—(State report for 1874, pp. 186-194.)

CONVENTION OF INSTITUTE CONDUCTORS.

The legislative provision of 1872 for normal institutes called into being at once a body of professional institute conductors; and teachers and superintendents who had some experience as amateurs in the institute work became professionals. In July, 1873, a seven days' session of institute conductors was held, where a syllabus for institute work, containing the plan of work for a four weeks' institute, was agreed on. In July, 1874, the convention again met at Madison, just before the State Teachers' Association, and continued in session four days. Although these meetings attracted little public interest, it is believed they have reached in their efforts several thousand teachers of the State, and have unified and elevated the character of its institute work.—(Wisconsin Journal of Education, September, p. 354.)

CONVENTION OF COUNTY SUPERINTENDENTS.

The county superintendents of schools met in annual session in Madison, December 29, 1873. The subject of county academies was very thoroughly discussed by most of the members present, all favoring the work, and a resolution was adopted approving the establishment of such academies and recommending the appointment of a committee to bring the subject before the legislature. A resolution was also adopted to the effect that district boards should be required to adopt means specified for securing more accurate school statistics. The subject of teachers' institutes was considered, and the opinion expressed by a member of the convention that county superintendents should be given authority to compel attendance on institutes. Prof. Graham suggested to the superintendents that a specific statement of what is to be done in an institute be published two weeks before the holding of the same, in order to give teachers a chance to prepare themselves for the work. He would give 5 per cent. additional standing on account of actual attendance on the institute. Among the other subjects discussed were, "Teachers' examinations," "County certificates," and "Visitation of schools." The latter, it was agreed by most of the members, should be accompanied by a careful collation of facts and statistics.—(State report for 1874, pp. 179-185.)

LIST OF SCHOOL OFFICIALS IN WISCONSIN.

Hon. EDWARD SEARING, *superintendent of public instruction, Madison.*

JOHN B. PRADT, esq., *assistant superintendent of public instruction, Madison.*

CITY SUPERINTENDENTS.

City.	Superintendent.	City.	Superintendent.
Appleton	A. H. Corkey.	La Crosse	J. W. Weston.
Beaver Dam	James S. Dick.	Madison	Samuel Shaw.
Beloit	Fayette Royce.	Menasha	Elbridge Smith.
Berlin	N. M. Dodson.	Milwaukee	J. McAlister.
Columbus	S. O. Barrington.	Mineral Point	Thomas Priestly.
Fond du Lac	C. A. Hutchins.	Oconto	D. P. Moriarty.
Fort Howard	R. Chappell.	Oshkosh	H. B. Dale.
Grand Rapids	Henry Hayden.	Portage	G. J. Cox.
Green Bay	A. H. Ellsworth.	Racine	A. C. Fish.
Hudson	H. W. Slack.	Sheboygan	John H. Plath.
Janesville	W. D. Parker.	Watertown	William Bieber.
Kenosha	H. M. Simmons.	Wausau	B. W. James.

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.	County.	Superintendent.	Post-office.
Adams	J. M. Higbee	Painville.	La Fayette ..	T. J. Van Moter.	Fayette.
Ashland	John W. Bell	La Pointe.	Manitowoc ..	Michael Kirwan.	Manitowoc.
Barron	W. Bird	Shetek.	Marathon ..	Thomas Greene.	Wausau.
Bayfield	John McCloud	Bayfield.	Marquette ..	Henry M. Older.	Packwaukeee.
Brown	M. H. Lynch	De Pere.	Milwaukee ..	Thos. O. Herrin.	Oak Creek.
Buffalo	L. Kessinger	Alma.	(first.)		
Burnett	John G. Fleming	Grantsburg.	Milwaukee ..	James L. Foley .	Butler.
Calumet	W. B. Minaghan.	Chilton.	(second.)		
Chippewa	J. A. Bate	Chippewa Falls.	Monroe	A. E. Howard	Sparta.
Clark	R. J. Sawyer	Neillsville.	Oconto	A. T. Stearns	Oconto.
Columbia	Kennedy Scott	Cambria.	Outagamie ..	Patrick Flanagan	Appleton.
Crawford	Thos. L. Reddon	Wheatville.	Ozaukee	E. H. Janssen	Cedarburg.
Dane, (first) ..	W. H. Chandler	Sun Prairie.	Pepin	M. B. Axtell	Pepin.
Dane, (second) ..	M. S. Fawley	Black Earth.	Pierce	R. L. Reed	Prescott.
Dodge, (first) ..	John T. Flavin	Watertown.	Polk	Charles E. Mears	Oseola Mills.
Dodge, (2d) ..	A. K. Delaney	Hustisford.	Portage	J. O. Morrison	Plover.
Door	Chris. Daniels	Sturgeon Bay.	Racine	Thomas Malone	Rochester.
Douglas	Thomas Clark	Superior.	Richland	W. J. Waggoner.	Richland Center.
Dunn	George Shafer	Menomonee.	Rock, (first) ..	E. A. Burdick	Janesville.
Eau Claire	Joseph F. Ellis	Eau Claire.	Rock, (second) ..	J. B. Traey	Milton.
Fond du Lac, ..	W. L. O'Conner	Rosendale.	St. Croix	F. B. Chapman	New Richmond.
(first.)			Sauk	James T. Lunn	Fronton.
Fond du Lac, ..	James J. Kelley	Oseola.	Shawano	C. R. Klebesadel	Shawano.
(second.)			Sheboygan ..	M. D. L. Fuller	Plymouth.
Grant	G. M. Guernsey	Platteville.	Trempealeau ..	J. B. Thompson	Osseo.
Green	D. H. Morgan	Monroe.	Vernon	O. B. Wymian	Viroqua.
Green Lake	A. A. Spencer	Berlin.	Walworth	S. P. Ballard	Sharon.
Iowa	Albert Watkins	Mineral Point.	Washington ..	Fred. Regenfuss.	West Bend.
Jackson	T. P. Marsh	Pole Grove.	Waukesha	Isaac N. Stewart	Waukesha.
Jefferson	S. A. Craig	Ft. Atkinson.	Waupaca	Justus Burnham	Waupaca.
Juneau	G. P. Kenyon	New Lisbon.	Wausara	T. S. Chipman	Berlin.
Kenosha	James P. Briggs	Kenosha.	Winnebago	F. A. Morgan	Winneconne.
Kewaunee	John M. Read	Kewaunee.	Wood	C. L. Powers	Grand Rapids.
La Crosse	S. W. Leete	West Salem.			

ALASKA.

Our information as to this remote and inhospitable territory is, as last year, from the reports of Capt. Charles Bryant, agent of the Alaska Commercial Company, to the United States Treasury Department.

Captain Bryant writes: The whole population of the Territory of Alaska is 30,000; 7,000 Aleutians on the Aleutian Islands, about 10,000 Coloshes, and the remaining portion scattered over the Territory in wandering tribes. The Aleutians live in villages of from a few families up to 500 or 600 persons. For the last thirty years they have had priests of the Greek Church, educated to some extent, to minister to their spiritual wants, and they have taught the people, so that most of them understand the service in Russian. They conform to the laws of marriage, and all births, marriages, and deaths are registered. The system of civil organization in these villages is of a patriarchal character, some having one chief, and some a chief and one, two, or three assistants. A large portion of them are sufficiently educated to manage their accounts and transact all their business successfully. The Coloshes have a tribal civil organization, and but little or no education.

The priests scattered through the different villages are under a bishop, who resides in Sitka. They are all natives, and were educated in the school that was conducted under the Russian Government at Sitka. Since the Territory came into the possession of the United States, that and all the schools under the Russian control have been abolished. There is no civil organization, no law, by which any community or group of families may organize themselves into committees, towns, or anything else for any civil purpose, even for the punishment of criminals or for the establishment of schools.

There are two parties of United States troops in the Territory, located at Sitka, who exercise a degree of military authority and have a certain influence on the habits of the people around them. At Sitka the necessity for some civil organization was so great that, even without a law for it, the citizens have settled themselves into a voluntary community and elect certain officers and perform certain functions, such as providing roads and establishing an English school. This may be termed a permitted state of things.

The chief contact of the people of the Territory now with civilization is through the traders, who have posts established at different eligible points, to the number of twenty or more, which are visited by vessels sent out for trading purposes about once a year, of which Sitka, Kodiak, and Onalaska are the chief centers.

Sitka has a population of 400, exclusive of the troops; Onalaska, of 350; and Kodiak, of about 250. The effect of this trading upon the population, as to whether it shall be beneficial or otherwise, depends upon the character of the agents. At Sitka there is a collector, and at Kandal, Tongus, Kodiak, and Onalaska, respectively, a deputy. The chief article of commerce is fur; but there is an abundance of timber and fish along the southeastern coast of the Territory.

The islands of St. Paul and St. George represent an interest apart from other portions of the Territory, and have been made, by a resolution of Congress of March 30, 1870, a Government reservation. The Alaska Commercial Company has promised to purchase here annually 100,000 seals. The United States Government receive from this point a revenue of \$317,000. On this contract there are placed upon the islands a chief agent and assistants for the management of the business.

The contract with the company requires that they should keep up each year for eight months a school on each island.

Accordingly a school-house was fitted up and properly consecrated on St. Paul's Island, where a census taken January 1, 1873, showed the number of native inhabitants to be 218, besides 17 natives then absent.

The school commenced October 2, and continued eight months; but on account of a prejudice among the people, who have a fear that in learning English their children will forget their Russian, and weaken their attachment to their church, only seven attended regularly. Under the assiduous care of the teacher these made very commendable progress. There were, at the same time, three classes taught by natives, two in Russian, one in Aleutian. In all, seventeen scholars attended schools of all kinds. Assistant Agent Samuel Falconner reports the same difficulties existing on the island of St. George in regard to securing attendance at school.

Mrs. Bryant kindly assisted her husband, in his efforts to educate the people, by devoting herself to teaching dress-making and sewing. She had taken a sewing-machine with her, and some of her pupils learned to sew with it quite nicely. One evidence of the improvement resulting from this instruction and from the influence of association with civilized people is that they are now much better clad than formerly. A gentleman who had been acquainted with them in their previous condition, and saw them again after Captain and Mrs. Bryant had been with them some months, said

that he would scarcely have recognized them as the same people, they were so greatly changed for the better.

"As the chief agent of the government, charged with the administration of its affairs, it has been my desire," says Captain Bryant, "to promote in every way the welfare of the people and to contribute to their growth in intelligence and virtue. We have no way by which to enforce attendance upon the school, but have devised means by which the adults may advance in knowledge, and we have provided them with opportunities for assembling together a number of times each week for the cultivation of social relations, as the government-house has the only room in which more than six persons could be conveniently accommodated.

The people of the island, under the Russian government, received ten cents for each seal-skin. They now receive forty cents. They dressed, to a considerable extent, in rude skins. The change in their incomes, and their use of it under the guidance given, has enabled them to secure much more comfortable clothing and the most necessary articles of diet. They have been anxious to receive from us instruction for making apparel for men and women, but most of the men's clothing is brought there already made. A very considerable number of the people have saved of their earnings to the amount of from \$300 and more, and one has as high as \$1,500, which savings they send to San Francisco for deposit. They have settled a set proportion for church purposes, and have now a fund amounting to \$5,000 for a church, and the church is already finished outside.

Captain Bryant feels deeply the necessity for an organization, provided in law, by which crime can be punished and the people who are disposed to elevate themselves be aided in the establishment of schools.

The Aleutians show a fair capacity for intellectual growth, and next to them the Coloshes. What they have gained in adaptation to the climate of the country should not be lost to civilization, and without some action they are likely to drift back to a dangerous barbarism, and to become altogether a prey to the vices of those who may visit their neighborhoods for the purpose of trading. But the captain conceives that, if some appropriate action were devised and carried out by which what has been gained can be preserved and the people be enabled to advance, they will attain a degree of intelligence and virtue that may secure them from outbreaks of violence and the depraved presence of vice and crime, may develop a more comfortable material condition, and may make them of great interest to commerce as providers of a source of trade.

Captain Bryant, in looking over the accounts of the Territory, finds a balance of product over expense of \$275,000.

The Aleuts, as a branch of the Asiatic race, are believed by him to be the only people of that race who as a people have been converted from paganism to Christianity, and who conform to its precepts.

ARIZONA.*

STATISTICAL SUMMARY,

ANNUAL INCOME.

Territorial tax	\$5,708 33
County tax	5,708 33
Total	11,416 66

ANNUAL EXPENDITURE.

Salaries of teachers, per month	100 00
Expenditure in the year per capita of the school population	4 41 $\frac{3}{4}$
Expenditure in the year per capita of pupils enrolled in public schools	33 28 $\frac{1}{2}$
Amount of available school fund	11,416 66
Estimated value of sites, buildings, and all other school property	8,950 00

SCHOOL POPULATION.

Total number between the ages of 5 and 21	2,584
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PUBLIC SCHOOLS.

Number enrolled in schools during school year	343
Number of school-rooms, exclusive of those used only for recitation	11
Average duration of school in days	180

SCHOOLS OTHER THAN PUBLIC.

Whole number of teachers employed in public schools during the year:	
Male	6
Female	5
Total	11
Number of teachers necessary to supply the public schools	15
Average salary of teachers per month in public schools:	
Male	\$100 00
Female	100 00

EDUCATIONAL CONDITION.

Governor Safford, in his third biennial message to the legislature, January 6, 1875, said:

The last legislature imposed the duties of superintendent of public instruction upon the governor. For detailed information on this subject I refer you to my reports to the territorial board of education. These reports show that the total receipts for school purposes from all sources during the past two years have been \$22,833.32 and the total disbursements \$20,211.46, leaving a balance on hand November 30, 1874, of \$2,621.86. The amount invested in public school-houses and furniture is \$3,950. The amount required for school purposes for the year 1875, as estimated by the county superintendents of public schools, is \$11,600. Probable amount that will be received, \$9,100. The school census returns for 1874 show the number of children in the Territory between the ages of 6 and 21 years to be 2,584, of which number 343 have attended the public schools, and 196 have attended private schools, and 710 can read and write. Since the last census was taken, in May, 1874, the number attending the public schools has considerably increased. There are at present nine teachers employed in the Territory, and nearly every school district is provided with a free school. It is believed that the revenue will be sufficient to support the same from six to twelve months during the year.

TAXES LEVIED FOR SCHOOL PURPOSES.

The taxes now levied for school purposes are 25 cents on each \$100 valuation collected and paid into the several treasuries and 25 cents on each \$100 valuation col-

* From report of Hon. A. P. K. Safford, governor and *ex officio* superintendent of public instruction, for 1874.

lected and paid into the territorial treasury. As the Territory increases in population, new and increased school facilities will be required; but it is believed that the increase of taxable property will be in proportion; therefore no larger rate of taxation for school purposes will be necessary. I am of the opinion that the school revenues of the several counties should be divided among the school districts thereof in proportion to the number of children attending school and that the school revenue paid into the territorial treasury should be divided between the counties upon the same basis. By this division, a premium will be given to those who attend school. Besides, it is but just that those who will attend school shall be provided with the means. The school interest would undoubtedly be advanced by the adoption of a uniform series of text-books, and in this opinion I am sustained by all the county superintendents.—(Message, pp. 3, 4.)

SCHOOL LAWS.

Under the school law, the free school system has been made a success, and the means are afforded by which every child in this Territory can obtain the rudiments of an education. But a trifling sum is paid to officers for their services, and nearly the entire revenues are applied to the maintenance of schools. Great care should be taken to preserve the same economy now practiced in the disbursement of this fund, and radical changes in a law that has worked well should always be avoided. It is a subject of pride to every citizen, that with all the difficulties we have encountered, amid poverty, death, and desolation, occasioned by our savage foes, the people with great unanimity have provided the necessary means to educate the rising generation, and upon no other subject are they so thoroughly united. The taxes levied and collected for this purpose are paid without a murmur, with the very general expression that if more is needed it shall be paid. The benefits of our free school system to the Territory reach far beyond the education of our own children. The first inquiry made by parents seeking new homes is, whether there are opportunities to educate their children; and we being able to answer in the affirmative, a most excellent class of immigrants are coming to settle among us.—(Message, p. 4.)

COMPULSORY EDUCATION.

The subject of compulsory education is receiving favorable consideration throughout the United States. The great State of New York and several others have recently fallen into the line of progress, and have enacted compulsory educational laws, and this sentiment is fast gaining public favor everywhere. It is the very general belief that the safety and perpetuity of republican institutions rest upon the capability of the people to govern themselves. This being an admitted fact, it is as essential for the peace, prosperity, and security of all, to have the rising generation educated, as it is for an individual to take the precautionary measures necessary to preserve his property from fire, flood, or thieves. I believe the time has arrived in Arizona when such measures should be adopted as will insure the attendance of every child at some school for at least three months during each year. In establishing the free school system, I have received the hearty co-operation of the county school superintendents and the people generally. It rests with you to foster and cherish this institution. No other duty that you will be called upon to perform will leave so lasting an effect upon the future of this Territory, and I feel confident that you will perform it with fidelity to the people, and for the advancement and enlightenment of the rising generation.—(Ibid., p. 4.)

LIST OF SCHOOL OFFICIALS IN ARIZONA TERRITORY.

Hon. A. P. K. SAFFORD, *governor and ex officio superintendent of public instruction, Tucson.*

[The governor, territorial treasurer, and secretary compose the board of education. The probate judges of the counties are *ex officio* superintendents of public schools, as follows:]

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Maricopa	J. T. Alsop	Phoenix.
Mohave	A. C. Haskell	Mineral Park.
Pima	W. J. Osborn	Tucson.
Pinal	John D. Walker	Sanford.
Yavapai	H. H. Cartter	Prescott.
Yuma	H. N. Alexander	Yuma.

COLORADO.

STATISTICAL SUMMARY.*

ANNUAL INCOME.

Amount from local tax.....	\$193,513 99
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ANNUAL EXPENDITURE.

For sites, buildings, and furniture.....	77,044 47
For libraries and apparatus.....	750 00
For salaries of superintendents.....	2,500 00
For salaries of teachers.....	92,954 33
Miscellaneous—fuel, light, rent, repairs, &c.....	26,516 58

Total.....	199,765 38
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Expenditure in the year per capita of the school population.....	\$7 28
Expenditure in the year per capita of pupils enrolled in public schools...	13 84
Expenditure in the year per capita of average attendance in public schools.	22 56
Estimated real value of sites, buildings, and other school property.....	337,894 64

SCHOOL-POPULATION.

Total number between the ages of 5 and 21.....	19,309
Male.....	10,112
Female.....	9,197

PUBLIC SCHOOLS.

Number enrolled in schools during school year.....	9,995
Average daily attendance.....	6,105
Number of school-rooms exclusive of those used only for recitation.....	302
Number of school-rooms used exclusively for recitation.....	7
Average duration of school in days.....	98

SCHOOLS OTHER THAN PUBLIC.

Schools corresponding to public schools below high schools:

Pupils, male.....	267
Pupils, female.....	536
Teachers in said schools in all grades:	
Male.....	11
Female.....	57

TEACHERS AND TEACHERS' PAY.

Whole number of teachers employed in public schools:

Male.....	139
Female.....	163
Total.....	307

Average salary of teachers in public schools:

Male.....	\$60 00
Female.....	50 00

PROGRESS FOR THE YEAR.

Mr. Hale kindly furnishes the following summary of statistics to show the educational progress made during the year ended September 30, 1874:

* From the special report of Hon. H. M. Hale, superintendent of public instruction, for the year ended September 30, 1874.

Summary of statistics.

	1873.	1874.
Number of school districts.....	243	289
Number of public schools.....	180	239
Number of school-houses.....	125	157
Number of persons of school age, (5 to 21).....	15,509	19,309
Number of pupils enrolled in the public schools.....	7,456	9,995
Average daily attendance.....	4,172	6,105
Number of pupils enrolled in schools not public.....		803
Average daily attendance.....		572
Number of teachers in the public schools.....	241	307
Average monthly pay of male teachers.....	\$62	\$60
Average monthly pay of female teachers.....	51	50
Average number of days schools were in session.....	111	98
Average rate of county tax for current expenses, (mills).....	3½	3½
Value of school-houses and furniture.....	\$260,183 46	\$337,894 61
Amount expended for school purposes, including cash paid for buildings and furniture.....	141,374 37	204,482 28

PER CENT. OF INCREASE IN THE

Number of school districts.....	19
Number of schools.....	33
Number of school-houses.....	26
Number of persons of school age.....	25
Value of school-houses.....	30

SECONDARY INSTRUCTION.

The earliest provision made for this in Colorado was in Jarvis Hall, Golden, a diocesan collegiate school for boys, and in Wolfe Hall, Denver, a diocesan high school for girls, both established by the late Rt. Rev. S. Randall, D. D., the Protestant-Episcopal missionary bishop of the Territories. They still continue, under his successor, the work of imparting a good English education, with Latin, Greek, French, and German, to such as seek it.

St. Mary's School for Girls (Roman Catholic) continues also its operations at Denver, on the same plane and in nearly the same line.

The three together report for 1874: teachers, 24; pupils, 170, of whom 13 are in classical studies and 21 in modern languages. Drawing, with vocal and instrumental music, are taught in all the three, and all have libraries amounting in the aggregate to 1,300 volumes.

SUPERIOR INSTRUCTION.

The two institutions referred to in the following table—one Congregational, the other Presbyterian—are as much outgrowths of the missionary as of the literary spirit, being at once means for planting the churches which they represent and training intelligent and useful members for them. In the classes of each both sexes are represented, and while the somewhat elderly one has risen to collegiate rank, the other has thus far only its preparatory department organized. Its president, however, speaks hopefully as to its future, and hopes to present a truly collegiate organization before long.

Of the projected Rocky Mountain University nothing more is heard this year.

Statistics of Colorado College and Evans University, 1874.

Names of university and college.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship-funds.	
Colorado College	5	...	25	15							
Evans University	3	0	45		\$10,000						

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

The Territorial School of Mines, referred to in the table following, was started as the scientific school of a future Colorado State University, the first and most pressing necessity being for a set of young men scientifically trained for the development of the immense mining interests of the region. It and St. Matthew's Hall stand in close association with Jarvis Hall, at Golden, the last being the basis of the collegiate department for the future university, as the others are the first steps towards a scientific and a theological development.

Statistics of schools for scientific and professional instruction.

Names of schools for scientific and professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fee.	
SCHOOL OF SCIENCE.									
Territorial School of Mines.....	6		14		\$12,000			\$5,000	
SCHOOL OF THEOLOGY.									
St. Matthew's Hall	4			3					

a From territorial appropriation.

LIST OF SCHOOL OFFICIALS IN COLORADO TERRITORY.

Hon. HORACE M. HALE, *superintendent of public instruction, Denver.*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Arapahoe.....	Frank Church	Denver.
Bent.....	Robinson M. Moore	Las Animas.
Boulder.....	Charles E. Sherman.....	Boulder.
Clear Creek.....	C. F. Bridges	Georgetown.
Conejos.....	Juan F. Chavez.....	Conejos.
Costilla.....	Juan Y. Jacques	San Luis.
Douglas.....	Frank B. Edmond.....	Castle Rock.
Elbert.....	Frank G. Willard.....	Running Creek.
El Paso.....	F. C. Millington.....	Colorado Springs.
Fremont.....	John D. Bell	Canyon City.
Gilpin.....	Silas B. Hahn	Central City.
Grand.....		
Hinsdale.....	H. H. Wilcox.....	San Juan City.
Huerfano.....	Willis M. Allen	Walsenburg.
Jefferson.....	M. C. Kirby	Golden City.
Lake.....	Galatia Sprague	Granite.
La Plata.....	J. M. Hanks.....	Howardsville.
Larimer.....	R. W. Bosworth.....	Ft. Collins.
Las Animas.....	Joab M. Bernard.....	Trinidad.
Park.....	William E. Musgrove	Fair Play.
Pueblo.....	Joseph S. Thompson	Pueblo.
Rio Grande.....	D. E. Newcomb.....	West Del Norte.
Saguache.....	J. Ross Pennisten	Bismarck.
Summit.....	George W. Wilson	Breckinridge.
Weld.....	Alvin J. Wilber	Greeley.

DAKOTA.

STATISTICAL SUMMARY.

Hon. E. W. Miller, superintendent of public instruction from 1873 to 1875, gives the statement which follows, as prepared from the annual reports, &c., as embodying a general view of the condition of education in the Territory at that date:

Number of children between 5 and 21 years of age.....	6,312
Number of children attending the public schools.....	4,006
Number of children not attending.....	2,306
Number of organized districts in the Territory.....	168
Number of teachers, male and female, licensed.....	100
Amount of public money apportioned to the several districts.....	\$12,361 70
Amount of public money expended in new buildings and repairs.....	8,282 37
Amount expended for globes, maps, and blackboards.....	350 00
Amount expended for incidental expenses.....	1,907 62
Value of school property.....	16,000 00
Amount expended for teachers' wages.....	11,208 00

The superintendent is convinced that, if the statistics had been fully and correctly reported, they would show a much larger number of children and a much larger amount of money raised by taxation for school purposes, as the above exhibit does not show what amount of money was raised by district tax, which in many districts covered all the law would allow to be assessed. Part of the above exhibit has been derived from other sources.

ELEMENTARY INSTRUCTION.

The following extracts, from the report of Mr. Miller, present the only information in the possession of the Bureau respecting educational interests in this Territory. The report was presented to the governor January 1, 1874. The new superintendent, Hon. J. J. McIntire, writes that, having only recently taken charge of the educational interests, he has yet no means of furnishing any later information than that here given.

EDUCATIONAL PROGRESS.

The progress of public education which our previous reports have recorded has continued during the past year, and we have great reason to congratulate ourselves on the future outlook of the public school system in our Territory. Although there are many defects which demand a change, yet under the present system, imperfect as it is, great good and wonderful results have been accomplished. Our Territory is new, and settlements are scattered, so that the citizens, in order to sustain schools, must send their children, in many instances, a considerable distance; in fact, much too far, if it were possible to avoid it. Yet all seem fully to realize the fact that it is their imperative duty to educate their children, even at the sacrifice of money and present comfort.

From the imperfect reports received from county superintendents, it will be impossible to give a full and correct statement of the number of children enrolled in the schools, of the average daily attendance, of the amounts of money collected for various school purposes, of the average length of school terms, of the average amount of salary per month paid to teachers, and of many other things which should be embraced in a report of this kind.

There is an advancement, however, in the qualifications of teachers, both in scholarship and methods of teaching. Many of the schools require teachers with better qualifications, and it is gratifying to note that several of our county superintendents have shown a disposition to grant certificates to none but such as are qualified. There is also a more earnest inquiry on the part of school officers for more competent teachers, and a willingness to pay liberal wages when they are convinced that applicants possess superior qualifications. In a few schools teachers are paid from sixty to eighty dollars per month.

TRAINING OF TEACHERS.

TEACHERS' INSTITUTES.

The superintendent writes on this topic thus:

"Our Territorial Teachers' Institute, held at Vermillion in the month of December, was well attended, considering the fact that this was the second ever held in the Territory, and I am convinced much good was accomplished. There were about 40 teachers present, and all took a deep interest in the exercises, which were practical and calculated to impart such instruction as the wants of the teacher demanded.

"Miss Carrie A. Bassett, the accomplished superintendent of Woodbury County, Iowa, was present, and gave instruction in all the branches taught in the public schools, as well as in physiology and in object-lessons.

"We purpose the present year to hold the institute in October, just before the winter term of school commences, and to give instruction during the entire ten days allowed by law, and it is our wish and expectation that all who intend to teach will be present, so that they may be prepared to enter the school-room with not only their own experience, but also that of other teachers and educators to aid them.

"In these institutes we get the experience of those skilled in the art of teaching and in the government of the school-room. We have here the privilege of interchanging opinions on every subject connected with school government, as well as the proper, most efficient, and most approved methods of giving instruction in the various branches of study taught in our common schools, and teachers go out from these institutes strengthened intellectually and greatly encouraged in the work before them.

"I have so much confidence in the advantages afforded teachers in these institutes that I should feel like refusing to grant a certificate to an applicant who intentionally, and without reasonable excuse, neglected to be in attendance. I here venture the assertion that no teachers' institute was ever held, however poorly conducted, but that some good was derived from it, and much more than would compensate for all the expense incurred."

CHANGES IN THE SCHOOL LAWS.

Under the head of "public school laws:"

SEC. 3. The superintendent of public instruction, in addition to other duties, is required to hold institutes in connection with county superintendents.

Also, the superintendent is directed to report to the governor instead of the legislature, as formerly.

SEC. 4. The deputy superintendent, appointed by the superintendent, must be a resident of that portion of Dakota Territory north of the forty-sixth parallel of latitude.

SEC. 5. The compensation of the superintendent is made five dollars per day instead of four.

He is not allowed pay for more than one hundred and twenty days in any one year; and the deputy superintendent cannot receive pay for more than forty days in one year.

SEC. 6. The following text-books are authorized to be used in the common schools: McGuffey's readers and spellers, Quackenbos's arithmetics, Cornell's geographies, Harvey's grammar, and Quackenbos's United States history.

SEC. 11. Instead of the judge of probate, it is made the duty of the county treasurer to furnish the county superintendent with the statement of the amount of money in the county treasury: and also to report on the first Mondays in March and October in each year, instead of the first Monday in March only.

SEC. 12. No district is entitled to receive any portion of the school fund unless it shall have made out and forwarded to the county superintendent its annual report within forty days, instead of sixty, of the time fixed by law for holding annual school meetings in the Territory. And further, no district shall be entitled to its portion of the school fund unless it shall have had three months' school during the previous year.

SEC. 20. The district is allowed to raise, by a tax annually on taxable property, for school expenses, a sum not exceeding 1 per cent., instead of $\frac{1}{2}$ of 1 per cent., as formerly.

SEC. 37. For increased security, the district treasurer is required to obtain new or additional bonds whenever the amount of money to come into his hands shall be equal to the amount of his present bonds, or upon the failure, death, or removal from the county of any bondsman, or for other sufficient reason.

SEC. 45. Additional powers are delegated to the members of a district board, permitting them to send scholars from their own district to any graded or high school of another district, within a reasonable distance, paying the tuition-fee with money drawn from the teachers' fund.

SEC. 50. It is made the duty of the board of any district, instead of the county superintendent, to fill its own vacancies.

SEC. 54. The county treasurer, in addition to bondsmen, is also made further responsible by penalties for the proper use of moneys coming into his hands. If he shall refuse to deliver over to the order of the superintendent any money in his possession, or shall use, or permit to be used, for any other purposes than those specified in the act, any school-money in his possession, he shall, on conviction thereof, be adjudged guilty of a misdemeanor, and punished by a fine not exceeding five hundred dollars or by imprisonment in the county jail not exceeding one year.

SEC. 66. The territorial superintendent of public instruction, in connection with his other duties, is further required, annually, to hold a session of teachers' institutes, of not more than ten days in length; and a sum of one hundred dollars is appropriated from funds in the territorial treasury to assist in conducting such institutes and in defraying other expenses connected with them.

Also, the several county superintendents are directed to aid the superintendent of public instruction in conducting the institutes.

And further, teachers applying for certificates to teach are expected, so far as practicable, to attend the sessions of these institutes.

LIST OF SCHOOL OFFICIALS IN DAKOTA TERRITORY.

Hon. J. J. McINTIRE, *superintendent of public instruction, Fin'ay.*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Armstrong.....	William H. Lee.....	
Bonhomme.....	Samuel Hitchcock.....	Bonhomme.
Brookings.....	William Ames.....	
Buffalo.....	J. Harnett.....	Brulé City.
Burbank.....	S. E. Stebbins.....	
Cass.....	J. R. Jones.....	
Clay.....	E. H. Hurlbutt.....	Vermillion.
Davison.....	John Morris.....	
Grand Forks.....	O. S. Freeman.....	
Hutchinson.....	A. Brown.....	Scotland.
Lake.....	J. S. Law.....	
Lincoln.....	V. B. Conklin.....	Canton.
Lyons.....	J. M. Hanson.....	
Minnehaha.....	E. W. Sherman.....	Sioax Falls.
Moody.....	P. A. Vanice.....	
Pembina.....	H. R. Vaughn.....	
Richland.....	J. M. Ruggles.....	
Stutsman.....	M. Wiseman.....	
Sully.....	D. R. Jones.....	Ft. Sully.
Turner.....	M. S. Robinson.....	Swan Lake.
Union.....	R. Compton.....	Elk Point.
Yankton.....	Nathan Ford.....	Yankton.

DISTRICT OF COLUMBIA.

STATISTICAL SUMMARY.

The following is a summary of the general statistics of all the public schools in the District of Columbia:

Entire population, United States census, 1870:

Washington	109, 199
Georgetown	11, 384
County	11, 117
Total	131, 700

School-population, age 6 to 17 years, inclusive, (United States census, 1870:)

Washington	25, 935
Georgetown	2, 882
County	2, 854
Total	31, 671

Whole number of pupils enrolled in the public schools, 1873-'74:

Washington	14, 715
Georgetown	1, 229
County	1, 895
Total	17, 839

Average number of pupils in private schools, (Report of United States Commissioner of Education, 1873).....	6, 993
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Whole number of seats provided for pupils in the public schools, 1873-'74:

Washington	12, 082
Georgetown	1, 132
County	1, 412
Total	14, 626

Whole number of teachers employed in the public schools, 1873-'74:

Washington	223
Georgetown	21
County	32
Total	276

Valuation of taxable property, 1873-'74:

Washington	\$82, 200, 000
Georgetown	6, 300, 000
County	9, 200, 000
Total	97, 700, 000

School-tax, (per cent.,) 1873-'74:

Washington .....	.0033
Georgetown .....	.0040
County .....	.0050

Total receipts from school tax, and United States fines, 1873-'74:

Washington.....	\$151,322 17
Georgetown.....	11,916 70
County.....	18,201 26
Total.....	<u>181,440 13</u>

Total payments for public school purposes, 1873-'74:

Washington.....	215,384 82
Georgetown.....	41,416 23
County.....	23,269 61
Total.....	<u>280,070 66</u>

Value of public school property, 1874:

Washington.....	910,687 00
Georgetown.....	41,520 00
County.....	54,600 00
Total.....	<u>1,006,807 00</u>

ELEMENTARY INSTRUCTION.

CHANGE OF ORGANIZATION.

At the date of the last annual report the public schools of the District of Columbia were organized in four groups or systems. The affairs of each system were managed by a board of trustees, and each of the four boards was entirely independent of the others. There were in all forty-one trustees, two superintendents, two secretaries, two treasurers, and two secretaries and treasurers. The plan of government and instruction was essentially the same in all the systems.

By an act of Congress, approved June 20, 1874, the then existing government of the District of Columbia was abolished, and, under authority of the same act, the President of the United States appointed three commissioners to act as executive officers of the District. By an "order" of the commissioners of the District of Columbia, dated August 8, 1874, and amended by an "order" dated September 9, 1874, the four boards of trustees of public schools were consolidated into one board, consisting of nineteen trustees, eleven of whom shall be residents of the city of Washington, three of whom shall be residents of the city of Georgetown, and five of whom shall be residents of the county—which is the part of the District lying outside of the limits of the cities named. The board, as appointed by the commissioners, is composed of fourteen white members and five colored members, and the heretofore separate interests of the four systems are fairly represented in the one consolidated board now in charge of all the schools.

The consolidated board has made no radical or ill-advised changes in the administration of the school affairs of the District. The schools for the white and the colored children are continued separate, and there is no discrimination in the advantages afforded to each. To facilitate the transaction of business and the personal attention to the schools and school-buildings required of the trustees, the board has divided itself into seven subboards; but all matters of any considerable importance require the authority and sanction of the whole board. The uniting of several interests which had heretofore been managed separately, and placing them under the care of one board, has thus far caused no jarring. Harmony and a desire to promote alike the advancement of all the schools have uniformly marked the proceedings of the board.

The two superintendents are continued, one having charge of the white schools of Washington and Georgetown and the white and the colored schools of the county, and the other having charge of the colored schools of Washington and Georgetown.

ATTENDANCE ON WHITE AND PRIVATE SCHOOLS.

In Washington the legal school age extends from the sixth to the seventeenth year, inclusive, and in 1870 there were 17,403 white children of school age. As no census has been taken since that date, this number has been used in the tables of this report. The following table for 1873-'74 shows the whole number of pupils enrolled; the average number enrolled; the average number in daily attendance; the number of regular teachers, male and female, employed; and the average number of pupils enrolled for each teacher:

Statistics of public schools.

Grades.	Number of regular teachers.			Whole number of pupils enrolled.			Average number of pupils enrolled.			Average number of pupils in daily attendance.			Average number of pupils enrolled for each teacher.
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
Normal	1	1	2	21	21	42	19	19	38	19	19	38	19.0
Grammar	4	4	8	280	305	585	226	230	456	216	216	432	57.0
Intermediate	2	22	24	897	983	1,880	760	871	1,631	724	834	1,558	57.2
Secondary	43	43	86	1,423	1,541	2,964	1,175	1,192	2,367	1,117	1,110	2,227	57.0
Primary	50	50	100	2,174	2,212	4,386	1,674	1,688	3,362	1,546	1,558	3,104	59.0
Total	6	120	126	4,783	5,062	9,845	3,835	4,000	7,835	3,603	3,747	7,350	*58.0

* General average.

The increase in attendance for the past year was greater than that of any other year since the public schools were established. This increase was as follows: In the whole number of pupils enrolled, 910; in the average number of pupils enrolled, 945; and in the average daily attendance, 933. Fifty-six and three-tenths per cent. of the entire white school population, or 9,845 pupils, were enrolled in the public schools. The average number of pupils enrolled throughout the year for each teacher was 58, an increase of 6 over the number for the previous year.

The whole number of white pupils enrolled in all the private schools of the city was 5,706. The total enrollment in both classes of schools, as reported, was 15,551.

PRESSING NEED OF MORE SCHOOL BUILDINGS.

During the last two years the annual enrollment has been increased by 1,100 pupils, and not one school-building has been erected for their accommodation. Since the commencement of the present school year nine new schools, including about 600 pupils, have been placed in such rooms as could be rented for the purpose. Most of these rooms are ill-constructed in regard to light, ventilation, and the seating of pupils. The expense for rent, fitting up, and necessary repairs of the school-rooms for the white schools of the city exceeds \$20,000 per annum.

"At this time we need," says the superintendent, "three large buildings for grammar schools, and a half-dozen smaller buildings, containing six or eight school-rooms each, for the lower grades. These buildings should be constructed in plain style, but they should be substantial and should have the best arrangements for lighting, ventilating, and heating. A building for a high school is also needed, but the demand for the other buildings is more urgent at present, and the schools of lower grades should be cared for first."

TEACHERS IN THE WHITE SCHOOLS.

In December, 1874, there were employed in the schools 142 regular teachers in charge of classes, 8 assistant teachers, 1 normal school teacher, 3 teachers of vocal music, and 1 teacher of drawing—making a total of 155. Of this number 8 were males and 147 were females; 117 were educated in the public schools of Washington and 28 were educated in normal schools; 20 had not taught before, and the average length of experience was 6.2 years. The previous report showed but 7 teachers educated in normal schools, and the increase in this respect is highly satisfactory. There was an increase of 1 in the number of male teachers employed, a gain in the right direction.

DRAWING AND VOCAL MUSIC.

Both these important and pleasing branches have been introduced into the schools with what is considered a fair measure of success.

In order to provide instruction in the former, 130 teachers were placed under training by a competent instructor from September 13, 1873, until December 20, when, after examination, 60 received certificates as primary teachers of the art. Many being still desirous of pursuing the study, another class was formed, which was attended by 35, and continued with unabated interest till the last Saturday in April, 1874.

In the normal school, instruction in drawing commenced with the school year and continued to its close, much attention being also given to the best methods of teaching young children. Twenty selected boys also received special instruction with most encouraging results.

The musical instruction was under three special teachers, a director, and two assistants, who trained, in all, 127 classes, mainly in the national music course.

STATISTICS OF COLORED SCHOOLS.

Population.—The colored population of Washington and Georgetown, according to the last census, was 38,726; the colored school population of the two, 9,328.

School houses and rooms.—The number of school-houses owned for this population, in 1873-'74, was 9; the number of school-rooms owned and rented, 84; the number of sittings for pupils, 4,282; the estimated value of the whole school property, \$256,210.

Schools.—The number of schools for colored pupils in Washington was 53 primary, 14 grammar, and 1 preparatory high school; in Georgetown, 4 primary and 2 grammar schools—74 in all.

Teachers.—The teachers employed were as follows: In primary schools, 57; in grammar schools, 16; in the preparatory high school, 3; as assistants, 8; in teaching vocal music, 2; in teaching drawing, 1—total number, (80 in Washington and 7 in Georgetown,) 87.

Pupils.—Whole number enrolled in Washington, 4,870; in Georgetown, 410—5,280. Average enrollment: Washington, 3,594; Georgetown, 298—3,892. Average daily attendance in Washington, 3,422; in Georgetown, 288—3,710. Percentage of the colored school population enrolled, 56.6; percentage of attendance on the whole enrollment, 70.2; percentage on the average number enrolled, 95.4.

CONDITION OF SCHOOL-BUILDINGS.

Of seven buildings erected for the use of colored schools, the superintendent speaks in terms of commendation, while, of four rented for such use, two are said to be very ill-adapted to the purpose. In the matter of ventilation they are sadly deficient, and in no one of the colored schools is this sufficiently provided for.

NUMBER AND CHANGES OF PRIVATE SCHOOLS.

The number of private schools in Washington, including night schools, white and colored, but not including institutions for secondary instruction, in 1874, was 78, against 92 in 1873, a falling-off of 14. About 30 schools were discontinued during the year for lack of support and about 15 new schools were established.

ATTENDANCE ON THESE SCHOOLS.

The aggregate attendance on the private schools, not including secondary schools, of the District of Columbia in 1874 was about 5,170, against about 5,422 in 1873, a falling-off of about 250 pupils. Add to 5,170 about 700 children under instruction in the various charitable and reformatory institutions, and we have 5,870 pupils under instruction in the District of Columbia in 1874, exclusive of pupils in the public schools and students in colleges and institutions for secondary instruction.

THE LINTHICUM SCHOOL.

Several years ago the late Edward Linthicum, of Georgetown, District of Columbia, left the sum of \$50,000 to a board of trustees, for the purpose of establishing "a school for indigent whites." The bequest now amounts to nearly \$60,000. The trustees of this fund have loaned the board of school-house trustees of Georgetown \$40,000 of the fund to aid the latter in the work of building a public high school. In consideration of this, the school trustees are to give the trustees of the fund the use of a room in the new building. In this the trustees of the fund propose to establish a night school. It is also their purpose to give occasional courses of lectures.

KINDERGÄRTEN.

A Kindergarten school is conducted by Mrs. Emma Marwedel, with 6 assistants, at the corner of 18th and H streets northwest, Washington, the average number of pupils being 70. All Kindergarten occupations are prosecuted in 3 different rooms. Elementary instruction is given throughout after Fröbel's method from 9 to 1 for 5 days in the week, and afterward to a few pupils from 1 to 2. All the 20 gifts of the Fröbel system are employed, and rest for the busy little ones is found in frequent change.

Mrs. Marwedel has also opened a normal Kindergarten training school, in which she has the assistance of an efficient professor—a student of Fröbel, and also of a graduate from the Normal School at Berlin.

Another Kindergarten school is conducted by the Misses Perley, at Fifth and I*, which has for the next scholastic year, as instructress, a graduate from the Normal School at Boston, and a third by Mrs. Louise Pollock, Le Droit Park.

* Location to be changed the coming scholastic year.

Statistical summary of private and denominational schools in the District of Columbia for 1874.

Name.	Principal.	Location.	Established.	Pupils then.	Pupils now.	Average attendance.	Ages of pupils.
GEORGETOWN.							
<i>Schools for boys.</i>							
Primary School for Boys.....	Miss E. A. Brown.....	No. 91 Beall street.....	1847	10	17	15	7-12
Trinity Parish School for Boys, (R. C.).....	Brother E. Donnelly, S. J.....	Corner First and Fayette streets.....	1817	20	170	160	8-18
<i>Schools for girls.</i>							
Day School for Young Ladies.....	Miss R. N. Tenney.....	No. 91 Beall street.....	1852	10	20	16	8-12
St. Joseph's Parochial School for Females, (R. C.).....	Sisters of the Visitation.....	Corner Fourth and Fayette streets.....	1799	15	135	130	7-16
<i>Schools for boys and girls.</i>							
Boys and Girls' Primary.....	Mrs. M. C. Pettit.....	No. 57 Market street.....	1872	16	12	10	7-9
Boys and Girls' Primary.....	Mrs. Mary W. Lawrence.....	No. 41 Frederick street.....	1873	8	14	12	5-15
Boys and Girls' Primary.....	Miss Lulu O'Brien.....	Corner of High and Second streets.....	1868	20	32	30	6-12
Boys and Girls' Primary.....	Miss Annie P. Waters.....	No. 155 Bridge street.....	1869	1	8	8	6-13
Boys and Girls' Primary.....	Miss Mary Leary.....	No. 100 Second street.....	1864	6	20	26	7-13
Boys and Girls' School.....	Miss A. J. Mitchell.....	No. 122 Gay street.....	1866	13	13	12	6-11
Boys and Girls' School.....	Miss A. V. Shaw.....	No. 17 Prospect street.....	1858	5	15	12	6-13
Boys and Girls' School.....	Miss M. J. Gibbons.....	Corner of Greene and Bridge streets.....	1874	7	19	18	7-13
Select School for Boys and Girls.....	Miss M. C. Knowles.....	No. 123 Washington street.....	1867	16	31	30	6-15
<i>Colored.</i>							
School for Boys and Girls, (R. C.).....	Miss A. Dodson.....	Corner Gay and High streets.....	1872	26	56	47	6-15
<i>Night school's—colored.</i>							
Night School for Adults.....	Henry W. Hewlett.....	No. 25 Beall street.....	1873	4	10	10	10-25
WASHINGTON.							
<i>Schools for boys.</i>							
St. Joseph's Select School for Boys, (R. C.).....	Sisters of the Holy Cross.....	H street between Ninth and Tenth streets.....	1869	.....	85	80	5-12
St. Matthew's Parish School, (R. C.).....	Brother Tobias.....	Sixteenth street between L and M streets.....	1869	30	92	85	7-18
Select School for Boys.....	Mrs. S. A. Peck.....	No. 930 Eighteenth street.....	1860	5	15	13	5-14
St. Aloysius School for Boys, (R. C.).....	Mr. Simon Pennell.....	I street between North Capital and First streets N. E.....	1861	100	272	260	6-18
Immaculate Conception Parish School for Boys, (R. C.).....	Mr. P. Vaughan.....	N street between Seventh and Eighth streets.....	1865	75	200	160	7-17

Statistical summary of private and denominational schools in the District of Columbia for 1874—Continued.

Name.	Principal.	Location.	Established.	Pupils then.	Pupils now.	Average attendance.	Ages of pupils.
St. Mary's Parish School for Boys, (R. C.)	Mr. Emil Schwakopf	Washington street between Fourth and Fifth streets.	1845	25	75	65	6-13
St. Joseph's Parish School for Boys, (R. C.)	Mr. Lawrence Rabstock	Second street between C and D streets N. E.	1870	40	33	33	8-12
School for Boys	Mrs. E. L. Jensen	D street between First and Second streets.	1862	33	18	13	8-14
St. Dominic's Parish School for Boys, (R. C.)	Mr. William C. Keucaly	Corner of Sixth and F streets S. W.	1858	40	100	135	6-18
<i>Schools for girls.</i>							
St. Vincent's School for Girls, (R. C.)	Sisters of Charity	G street between Tenth and Eleventh streets.	1821	200	185	185	7-18
Rosslyn Female Seminary	Miss A. L. Derrick	No. 1338 I street	1871	35	40	33	10-17
St. Aloysius School for Girls, (R. C.)	Sister Lidwine	First street between I and K streets.	1861	120	373	350	4-16
St. Matthew's Parish School, (R. C.)	Sisters of the Holy Cross	No. 813 Fifteenth street	1868	95	140	130	6-19
Young Ladies and Girls' School	Miss Sarah G. Brown	No. 1453 Concord street	1874	6	8	7	7-18
Immaculate Conception Parish School for Girls, (R. C.)	Sisters of Charity	No. 1524 Eighth street	1855	100	235	200	6-19
German and English School for Girls	Miss C. Dangler	No. 929 I street	1872	25	45	40	7-16
Primary School for Girls	Miss A. Clifton	No. 1016 Eleventh street	1872	15	9	8	4-12
Young Ladies' Seminary	Miss Elizabeth Komes	No. 221 D street	1844	17	24	22	6-18
St. Joseph's Parish School for Girls, (R. C.)	Sisters of Notre Dame	Second street between C and D streets N. E.	1872	40	170	100	6-16
School for Girls	Miss Annie Willett	No. 476 F street S. W.	1863	10	45	40	4-17
English and French School for Young Ladies	Miss S. L. Jones	No. 218 A street S. E.	1872	7	15	12	8-18
St. Dominic's Parish School for Girls, (R. C.)	Dominican Sisters	D street between Seventh and Eighth streets S. W.	1858	45	150	140	5-15
<i>Schools for boys and girls.</i>							
The Misses Parley's School	The Misses Parley	Assembly Church, corner Fifth and I streets*	1871	20	75	63	7-15
Boys and Girls' Primary	Miss Mary E. Woodward	No. 1069 Twenty-sixth street	1868	10	10	9	6-10
St. Paul's Church School, (P. E.)	Sister Lily	Twenty-third street between Pennsylvania avenue and I street	1871	7	25	20	5-11
St. Mary's Parish School, (P. E.)	Mr. Alex. C. Carter	Twenty-third street between G and H streets	1873	15	85	70	5-19
Boys and Girls' Primary	Miss C. K. Minix	No. 519 Second street	1870	10	17	15	6-12
St. Stephen's Parish School, (R. C.)	Rev. Father McNally	Twenty-fourth street between E and F streets	1872	50	20	75	6-14
Boys and Girls' Primary	Miss Carrie Moore	No. 1515 Eighth street	1872	12	24	21	6-12
St. John's Parish School, (P. E.)	Sister Florence	No. 821 Sixteenth street	1869	10	70	55	5-15
Boys and Girls' Primary	Miss M. T. Tidley	No. 1831 Fourteenth street	1872	2	12	10	6-12
Boys and Girls' Primary	Mrs. E. P. Viles	No. 1421 T street	1871	15	19	15	4-12
Boys and Girls' Primary	Mrs. M. B. Smith	No. 1613 L street	1874	15	23	20	5-16
Boys and Girls' Primary	Miss L. C. Richards	No. 1217 Tenth street	1872	5	22	20	6-13
Boys and Girls' Primary	Mr. M. D. Morris	No. 1743 Eleventh street	1863	34	9	8	6-9
Boys and Girls' Primary	Miss Elizabeth Sanford	No. 517 Ninth street	1865	25	28	25	6-9
Boys and Girls' Primary	Miss Mallo Thompson	No. 711 Twelfth street	1869	15	36	25	5-16
German and English School	Mr. Peter A. Matten	No. 696 Eleventh street	1869	200	90	80	6-15
Boys and Girls' Primary	Miss Laura Laws	No. 1145 Eighth street	1867	20	30	25	6-13

* Location to be changed the coming school year.

Boys and Girls' Primary	Miss Nellie Tildon	No. 324 G street	1873	6	5	7-8
Boys and Girls' Primary	Miss Helen Curran	No. 219 D street	1871	3	6	7-12
Boys and Girls' School	Mr. Otto Durke	No. 103 H street N. E.	1871	8	15	8-14
German and American School for Boys and Girls	Mr. Otto Schulze	G street between Fourth and Fifth streets	1873	14	20	13
St. Mary's Parish School for Boys and Girls, (R. C.)	Sisters of Notre Dame	Corner Fifth and Washington streets	1873	130	118	110
German Lutheran Trinity School	Mr. John Fultz	Corner Fourth and E streets	1866	50	100	90
German and English School	Mr. J. Steinhauser	Corner Sixth and F streets	1867	40	125	110
Boys and Girls' School	Mrs. E. de Behreuer	No. 505 Seventh street S. E.	1872	17	79	60
St. Peter's Parish School for Boys and Girls, (R. C.)	Sisters of the Holy Cross	E street between Third and Fourth streets S. E.	1874	18	25	15
Boys and Girls' Primary	Miss Mary Hatch	No. 942 B street S. W.	1868	100	303	275
Boys and Girls' Primary	Miss Marcia Clifton	No. 515 H street	1873	12	13	10
Boys and Girls' Primary	Miss Alice Herold	Corner Twelfth and I streets S. E.	1873	2	15	14
Select School for Boys and Girls	Miss R. N. Calkins	Corner B and Third streets S. E.	1868	19	50	40
Boys and Girls' School	Miss M. B. Miller	Corner Ninth and G streets S. E.	1871	11	35	50
Boys and Girls' School	Miss J. Balch	No. 1317 E street S. E.	1863	75	25	13
Boys and Girls' School	Miss Annie E. Slight	No. 610 Ird street between F and G streets S. W.	1862	21	25	29
Home School for Boys and Girls	Miss Annie M. Hanson	No. 327 G street S. E.	1868	13	45	45
<i>Colored schools.</i>						
Boys and Girls' Primary	Mrs. R. Wilkey	No. 22 E street	1871	4	35	31
Boys and Girls' Primary	Mr. B. F. Grant	Twenty-third street between L and M streets	1874	20	32	25
St. Martin's Parish School for Boys, (R. C.)	Mr. Lewis Brown	Eighteenth street between L and M streets	1867	20	60	55
St. Martin's Parish School for Girls, (R. C.)	Sister Seraphina Nool	Fifteenth street between L and M streets	1867	12	70	60
Primary School for Boys and Girls	Miss A. R. Bowen	Corner Eleventh and R streets	1874	15	20	17
Primary School for Boys and Girls	Miss Sarah Lancaster	Corner fourteenth and H streets	1873	1	9	8
School for Boys and Girls	Mr. Joseph Ambush	No. 924 Eleventh street	1869	15	100	95
School for Boys and Girls	Mrs. Ellen Wood	No. 113 E street	1873	13	36	23
School for Girls	Miss Mary E. Leo	No. 132 D street S. W.	1875	2	6	4
<i>Night schools.</i>						
French Night School for Ladies and Gentlemen	Prof. Eugene L. Collère, A. M., and M ^{lle} Prud'homme.	No. 1530 I street	1874	25	40	35
Evening School for Adults	Rev. Oliver Cox	Eleventh street between K street and Massachusetts avenue.	1873	10	15	14
<i>Colored.</i>						
School for Adults	Mrs. B. F. Grant	I street between Twenty-first and Twenty-second streets	1874	5	6	30-25
School for Adults	Mrs. R. Wilkey	No. 222 E street	1871	2	12	10
School for Females, (R. C.)	Sister Clara	Corner K and North Capitol streets	1873	12	50	40
School for Adults	Mrs. Rebecca Townsend	No. 1344 G street	1873	3	5	21-30
School for Adults	Mr. Charles A. C. Fair	No. 1307 F street	1873	5	9	16-26
School for Females	Mr. Wiley H. Jordan	No. 1612 Vermont avenue	1874	3	14	12
School for Adults	Miss Sarah Lancaster	Corner Fourteenth and H streets	1874	6	5	16-20
School for Adults	Mr. Frank Bell	Fifth street between D and E streets	1874	20	18	9
School for Adults	Mrs. Margaret Chow	No. 518 First street	1873	4	4	14-20
School for Adults	Mrs. Ellen Wood	No. 113 E street	1873	5	15	0
Lincoln Mission Night School	Mr. Warren Brown	Corner Eleventh and R streets	1869	40	30	12-15

TRAINING OF TEACHERS.

NORMAL SCHOOL.

A normal school, composed of pupils selected from graduates in the higher grades of other schools for their superiority, has been in existence since the beginning of the school year of 1873-74, and has done good service. Besides a review of previous studies, the pupils have been instructed in drawing, in methods of instruction, and in all that relates to the general management of schools. Twenty were graduated from this school in June, 1874. They all received appointments as teachers, and most of them have already given proof of their fitness to discharge the duties which they have assumed. At the close of the school year of 1873-74 an examination of candidates for admission to the normal school in September following was held. Forty-one applicants, all being graduates of the female grammar schools of the city, and of the required age, were present, and the twenty who attained the highest rank in the examination were admitted to the school.

NORMAL DEPARTMENT OF HOWARD UNIVERSITY.

Conducted under a joint committee of the university and the institution for the education of colored youth, this department is reported to be eminently successful, having had for the session of 1873-74 an aggregate attendance of over 300 students. The average for each term has been 107, about half being residents of Washington and the remainder coming from various States of the Union. The number of graduates for the year was 7, many taking only a partial course.

SECONDARY INSTRUCTION.

PREPARATORY HIGH SCHOOL.

In the list of public schools for the white population, 1873-74, no high school appears, though the need of a building for this purpose is presented.

Among the colored schools is a preparatory high school which, it is hoped, may be elevated into a full high school in time. At present this serves principally as a central grammar school, to which the more advanced class of the district grammar school may be promoted, while for those who have advanced into high school studies it affords opportunity for instruction in these.

ACADEMIES AND PRIVATE SCHOOLS.

Of private schools claiming to give secondary training to at least their higher classes, 9 for boys, 22 for girls, and 3 for both report to the Bureau, for 1874, a total of 164 teachers and 1,887 pupils, of whom 217 were in classical studies and 309 in modern languages. Out of the whole number, 70 boys were said to be preparing for a classical course in college and 33 for a scientific course. In 21 of the 34 schools drawing was taught and in 17 vocal and instrumental music. Only 8 of them had libraries, the number of volumes in these ranging from 50 to 500.

THE WASHINGTON BUSINESS COLLEGE.

The Washington Business College, Henry C. Spencer president, is one of the international association of business colleges in the principal cities of the United States and Canada. The course of instruction is designed to qualify young men and women for business and the United States civil service. Day sessions are for students who devote their whole time to the course, and evening sessions for men, women, and youth who are obliged to work during the day. Average membership—males, 100; females, 60.

SUPERIOR INSTRUCTION.

GEORGETOWN COLLEGE.

This institution, Rev. P. F. Healy, S. J., president, was founded in 1789. Congress, in 1815, granted it the charter of a university. Under this charter a medical department was organized in 1851 and a department of law in 1870. No theological studies are pursued in the university.

The classical department, embracing both a senior and a preparatory division, with separate accommodations for younger students, is under the direction of members of the Society of Jesus, and is open to students of all religions and of every degree of proficiency. A seven years' course is required in the case of those who begin in the lowest class. The rank of the four highest classes corresponds with that of the classes in universities or colleges where none are admitted below the grade of freshman. The curriculum throughout embraces all the studies essential to a liberal education, and graduating honors are conferred only on those who follow it exactly, including the Latin and Greek studies. Arrangements have recently been made, however, by which students may pursue a course in English alone.

The four collegiate classes enjoy, besides a course of English literature, a two years' course in chemistry, organic and inorganic, and a final year in mechanical and experimental philosophy. In the third of these years the study of languages is completed, and the fourth and closing year is devoted to ethics, mental philosophy, and natural

science; after which, a successful examination entitles the student to the degree of A. B. But neither this nor any other degree is conferred except when amply merited. A post-graduate course is also available, embracing a more extended course of natural right; the fundamental principles of civil, political, and international law; the critical history of philosophy, and a continuation of special branches of science.

Ample facilities for physical exercise, military drill, &c., are afforded. Besides the president and 19 resident instructors, teachers attend from without for music, drawing, writing, &c. One hundred and eighty-four students entered during the past year, (1873-'74), of whom 14 graduated in June, 1874.

COLUMBIAN UNIVERSITY.

The Columbian College was organized by act of Congress in the year 1821. The regular exercises commenced in January, 1822, the medical department in the same year, and the law department in 1826. The president is James C. Welling, LL. D., professor of moral and intellectual philosophy and history.

By an act of Congress approved March 3, 1873, the title of Columbian College was changed to the Columbian University.

The university consists of three departments, viz: (1) the academic, including 9 professors and tutors; (2) the law, with 5 professors and 2 lecturers; (3) the medical, with 8 professors, not including several *professores emeriti*.

At present the law school has about 100 students, the medical 65, and the academic 120. At the last commencement the academic school graduated 6, the medical school 10, and the law school 36 students.

HOWARD UNIVERSITY.

Howard University, Prof. John M. Langston, LL. D., vice-president and acting president, forms a part of a general system of institutions of learning which have, since the rebellion, grown out of the action of the General Government, assisted by benevolent associations. Intended to be a national institution for higher education, including theology, medicine, law, and agriculture, it is a university whose distinguishing characteristic is that it makes no discriminations on account of race or sex in any of its departments.

The university consists of six departments, normal, preparatory, collegiate, medical, law, and theological. It possesses libraries (law, theological, and general) of over 8,000 volumes, a cabinet, a museum, and a picture-gallery. The whole number of students in December, 1874, was 300, many races and both sexes being represented.

The principal edifice, four stories in height, contains rooms for lectures and recitations, a chapel, library, philosophic rooms, the museum, and offices, while the dormitories furnish accommodations for 400 students. The buildings of the medical department adjoin the university park.

GONZAGA COLLEGE.

This institution, which was formerly known as the Washington Seminary, was reopened for the youth of Washington and vicinity on the 2d of October, 1843. It is conducted by the Fathers of the Society of Jesus, (Roman Catholic,) and is located on on I street, between North Capitol and First streets northwest, near St. Aloysius church. The president is Rev. Charles K. Jenkins, S. J. This college was incorporated by Congress in May, 1853, under the name of the "President and directors of Gonzaga College." The college is intended for day scholars only, irrespective of creed or religious profession. It is usually attended by about 100 students, whose ages range from 10 to 18 years, and has 6 instructors.

Statistics of universities and colleges, 1874.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	Receipts for the last year from State appropriation.	A aggregate amount of scholarship-funds.	
Columbian University*.....	11	.....	80	40	.....	.....	.....	.....	.....	.....	5,750
Georgetown College.....	21	1	139	47	\$420,000	\$0	\$0	\$10,000	\$0	\$0	233,100
Gonzaga College*.....	2	.....	.....	.....	300,500	.....	.....	.....	.....	.....	10,000
Howard University.....	7	0	50	23	.....	.....	.....	160	0	0	.....
National Deaf-Mute College.	9	.....	16	23	b	b	b	b	b	.....	1,137

* From Report of Commissioner of Education for 1873.

a Includes society libraries.

b See report of Columbia Institution for Deaf and Dumb.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

Scientific training is to some extent provided for in the three principal colleges of the District, but no special scientific school exists.

Theological instruction is given in the theological department of Howard University in the usual subjects pursued and taught in such schools. The number enrolled in this department for 1873-74 was 32, and their progress is said to have been commendable. The Wayland Institute, under the influence of the colored Baptists, is also engaged in training young men for the ministry, and has had its advantages for such instruction much increased by removal from its former city-quarters to a fine building erected for its use on the heights to the north of Washington. Its students for 1873-74 were 85, theological, academical, and normal, under a principal and five assistants.

Law schools exist in connection with the Columbian and Georgetown Colleges. That of the former, with five professors, is deservedly popular, and graduated in 1874 a class of 35, many of whom came from quite distant States. That of the latter had 37 students during the year under the able charge of Hon. G. W. Paschal, assisted by two professors, and graduated 17 in 1874. The National University Law School, purporting to be a department of the National University that is to be, graduated 36 from its classes, which gather in a building on Fifth street, opposite Judiciary Square, numbering about 100, under three professors.

The medical department of Georgetown College, under the direction of Dr. Noble Young, with fifteen professors, had 65 in its classes for 1873-74, of whom 11 graduated. That of Columbian College, under Dr. J. Riley, with thirteen professors, had the same number of students, and graduated 10. That of Howard, under Dr. J. M. Langston, with nine professors, had 24 students and graduated 6.

The National College of Pharmacy, under President R. B. Ferguson, had classes of 50 students in 1873-74, and graduated 3.

Statistics of schools for scientific and professional instruction.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, build- ings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fee.	
SCHOOLS OF THEOLOGY.									
Theological department of Howard University.	5	.....	20	3	.....	.....	.....	.....	500
Wayland Seminary.....	3	.....	40	4	\$25,000	.....	.....	.....	700
SCHOOLS OF LAW.									
Columbian University, law school *...	6	.....	140	.....	.....	.....	.....	.....	.....
Howard University, law department.	3	.....	35	23	.....	\$0	\$0	.....	300
Law school of Georgetown University	2	.....	39	2	.....	.....	.....	\$2,270	.....
Law department of National Univer- sity.	5	.....	174	2	.....	.....	.....	.....	.....
SCHOOLS OF MEDICINE.									
Medical department of Georgetown University.*	11	.....	65	3	20,000	2,000	.....	.....	.....
Medical department of Howard Uni- versity.	7	.....	20	3	75,000	0	0	.....	.....
National Medical College,* (Medical department of Columbian Univer- sity.)	13	.....	55	3	.....	.....	.....	.....	.....
National College of Pharmacy.....	3	.....	50	2	.....	.....	.....	.....	200

* From Report of Commissioner of Education for 1873.

SPECIAL INSTRUCTION.

COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

This institution, E. M. Gallaudet, Ph. D., LL. D., president, originated by Hon. Amos Kendall, and chartered by Congress February 16, 1857, includes in its organization the only college for deaf mutes in the world.

This department, designated as the National Deaf-Mute College, receives students from all sections of the country, and affords deaf mutes an opportunity of pursuing the studies usually prosecuted in American colleges.

More than one hundred and thirty youths have received instruction in this college since its opening in 1864, the number in attendance during the year 1874 being 59.

Some of the practical results of the collegiate training of deaf mutes may be gathered from the following statements made by President Gallaudet in an address delivered at the tenth anniversary of the college, in April, 1874:

"It is too early for us to estimate the full advantages that may be credited to the labors and outlays of our first decade. But even the partial results that are before us may be taken as affording a rich and encouraging return. Twenty who have gone out from the college have been engaged in teaching; two have become editors and publishers of newspapers; three others have taken positions connected with journalism; three have entered the civil service of the Government, one of them having risen rapidly to a high and responsible position; one, while filling a position as instructor in a western institution, has rendered important service to the Coast Survey as a microscopist; two have taken places in the faculty of their *alma mater*, and are rendering valuable returns as instructors, where they were students but a short time since; some have gone into mercantile and other offices; some have undertaken business on their own account; while not a few have chosen agricultural and mechanical pursuits, in which the advantages of thorough mental training will give them a superiority over those less educated."

During the year the library of the institution received a very valuable addition in the purchase from the executors of the late Dr. Charles Baker, for forty years headmaster of the Yorkshire Institution for Deaf-Mutes, at Doncaster, England, of a large collection of books relating to the instruction and treatment of the deaf and dumb. Publications in many languages and of great variety are included in this library, which numbers more than five hundred volumes.

CHARITABLE AND REFORMATORY INSTITUTIONS.

The table which follows contains all needful statistical information respecting such institutions in the District, but a few additional words of information may serve to explain the aims and operations of a portion of them.

The Louise Home, a large and elegant building with sixty rooms, is meant to be a refuge for ladies who have been reduced in circumstances and have no relations able to sustain them. Such, once admitted, have in it a delightful home and board, but are expected to provide by their own exertions for their clothing and other personal expenses.

The Aged Women's Home, in Georgetown, is an humbler specimen of the same thoughtful care for those who have outlived their friends and means of sustenance. It is maintained by a society of ladies.

The Industrial Home School is for the training to useful occupation of children that have either lost their natural protectors or have been given up by these to the school. The children are housed in a large brick building on the heights; are sent for elementary instruction to the public schools, and, when old enough, the girls are trained to housework, sewing, knitting, and cooking, and the boys to carpentering, cane-seating, and other handicrafts.

The National Soldiers' and Sailors' Orphans' Home is for the children of such as died in the service of their country or from wounds and disease contracted in that service. The elder children here also go to the public schools; the younger are cared for by a matron at the home.

The United States Soldiers' Home can hardly be called a charity, having been established by a fund formed from a slight deduction from the wages of soldiers during the war and from moneys left in the hands of the Government by such as died without heirs to claim their pay. It is a charming retreat for the aged and disabled men who need its shelter—the buildings excellent, the grounds extensive and beautifully laid out, and the situation one of the most healthy in the country.

Statistical summary of charitable and reformatory institutions in the District of Columbia.*

Name.	Location.	When established.	How established.	Chief officer.	Inmates.	
					Male.	Female.
Loniso Home <i>a</i>	Masachussets avenue between Twelfth and Sixteenth streets.	1869	By Mr. W. W. Corcoran.....	Miss Lucy M. Hunter.....	.....	31
St. Joseph's Male Orphan Asylum, (R. C.).....	II street between Ninth and Tenth sts.	1855	Under authority of Congress.....	Sister Mary Ireneo.....	115	115
St. Vincent's Female Orphan Asylum, (R. C.).....	Corner Tenth and G streets.....	1821	Under authority of Congress.....	Sisters of Charity.....	140	140
Columbia Hospital for Women <i>b</i>	Corner Pennsylvania avenue and Twenty-fifth street.	1896	Under authority of Congress.....	J. H. Thompson, M. D.....	43	43
Industrial Home School.....	No. 17 Congress street, Georgetown.....	1867	By benevolent persons.....	Mr. A. M. Grogower.....	16	9
Aged Women's Home.....	High street near Bridge, Georgetown.....	1871	By the Ladies' Benevolent Society.....	Mrs. John Marbury.....	12	12
St. Ann's Infant Asylum, (R. C.).....	Corner Twenty-fourth and K streets.....	1863	By Sisters of Charity.....	Sister Agnes.....	18	26
St. John's Orphanage, (P. E.).....	No. 1908 H street.....	1870	By the Sisterhood of St. John's, (P. E.).....	Sister Lily.....	20	40
Government Hospital for the Insane <i>b</i>	Two miles south of Uniontown.....	1853	By act of Congress.....	Charles H. Nichols, M. D.....	525	690
Freedmen's Hospital <i>b</i>	Corner Fifth and Ponorey streets.....	1863	By the General Government.....	Surg. Gen. J. K. Barnes, M. D.....	150	120
National Colored Women and Children's Home <i>b</i>	In the county near Eighth and Boundary streets.	1863	By act of Congress.....	Mrs. S. C. Ponorey.....	59	37
Children's Hospital.....	Corner Eighth and E streets.....	1871	By act of Congress.....	Mr. Samuel V. Niles.....	11	13
National Soldiers' and Sailors' Orphans' Home <i>b</i>	No. 1732 G street.....	1866	By act of Congress.....	Hon. D. K. Cartter.....	24	19
Epiphany Church Home, (P. E.).....	No. 1319 and 1321 H street.....	1871	By ladies of Epiphany Church.....	Rev. Wilbur F. Watkins.....	18	18
Washington City Protestant Orphan Asylum.....	First street between Second and Third sts.	1815	By act of Congress.....	Mrs. H. J. Wright.....	56	57
St. Aloysius Industrial School, (R. C.).....	Corner of K and North Capitol streets northeast.	1873	By act of Congress.....	Sisters of Notre Dame.....	20	20
Providence Hospital, (R. C.) <i>b</i>	Corner Second and D streets southeast.	1861	By Sisters of Charity.....	Sister Beatrice.....	118	38
Women's Christian Association Home <i>b</i>	Thirteenth street between R and S sts.	1870	By Christian ladies.....	Mrs. William Stickney.....	20	40
Home for the Aged, (R. C.) <i>b</i>	Corner Third and H streets northeast.	1871	By the Little Sisters of the Poor.....	Mother Gonzales.....	35	27
United States Soldiers' Home <i>b</i>	About three miles north of Washington of the Capitol.	1851	By act of Congress.....	Gen. Pitcher, U. S. A.....	280	280
Reformatory School for Boys <i>b</i>	Mount Lincoln, three miles northeast of the Capitol.	1869	By act of Congress.....	Mr. John Bailey.....	152	152
St. Rose House of Industry, (R. C.).....	No. 2023 G street.....	1872	By Sisters of Charity.....	Sisters of Charity.....	32	32
Washington Asylum.....	Corner Nineteenth and C streets northeast.	.....	By District of Columbia authorities.	Mr. Timothy Luby.....	235	129

* Many of the above institutions have schools attached where the inmates receive instruction in the common English branches. Probably as many as 700 children are under instruction, and these are not included in the list of private schools which precedes this. A more extended account of the character and operations of these institutions will be found in the Report of the Commissioner of Education for 1872.

a Endowed and supported by Mr. W. W. Corcoran.

b Partially sustained by the General Government.

MISCELLANEOUS.

THE SMITHSONIAN INSTITUTION.

Chartered by Congress in August, 1846, is, to use the language of Smithson, its founder, for "the increase and diffusion of knowledge among men."

The institution has a system of international exchange through which it distributes, not only its own publications to institutions in every part of the world, but also those of nearly all the scientific and literary societies of the United States. The number of its foreign correspondents is at present about 2,400, from whom it receives annually copies of all the important transactions and proceedings of the learned societies of the world. Through this system of exchange it collected a most valuable library, which a few years since was incorporated with the Library of Congress. This system of exchange includes specimens of natural history. The President of the United States is, *ex officio*, presiding officer of the institution.

The following are regents of the Smithsonian Institution for 1874: Henry Wilson, Vice-President of the United States; M. R. Waite, Chief Justice of the Supreme Court of the United States; Hannibal Hamlin, John W. Stevenson, and A. A. Sargent, of the United States Senate; Samuel S. Cox, E. R. Hoar, and G. W. Hazelton, of the House of Representatives; John McLean, citizen of New Jersey; Peter Parker and George Bancroft, citizens of Washington; Asa Gray, citizen of Massachusetts; J. D. Dana, citizen of Connecticut; and Henry Coppée, citizen of Pennsylvania.

THE SIGNAL OFFICE OF THE ARMY.

The United States Signal Service may properly be classed among national educational agencies in the particular branch of meteorology. The special duty of disseminating meteorologic information was assigned the Signal Corps in 1870, in deference to a popular desire for weather-forecasts, and especially for the benefit of commerce and agriculture. There are now 102 stations from which observations are made, and on the reports from these stations the tri-daily reports of the Signal Office are compiled.

A scientific library of 2,769 volumes, exclusive of pamphlets, maps, and charts, is attached to the Office.

THE GREAT EQUATORIAL TELESCOPE.

The great equatorial telescope, (the largest in the world,) for the construction of which Congress several years since, appropriated \$50,000, has been completed, and in November of the year 1873 was mounted at the United States Naval Observatory. The instrument is of American manufacture, the only foreign element in its construction being the optical glass in the lenses.

Rear Admiral C. H. Davis, superintendent of the Observatory, in his report to the Secretary of the Navy, October 17, 1874, says of this instrument:

"Its performance has been, on the whole, eminently satisfactory, the defects being principally such as seem necessarily incident to so large an instrument, or such as are to be expected in a construction now tried for the first time. A want of exact achromatism is a defect in all refracting telescopes which there is no known method of obviating and which increases with the size of the glass. The effect of changes of temperature on the glass is something quite marked, but becomes troublesome only when after a comparatively warm day the glass is first exposed to the cool air of evening. Observations may then be interfered with for half an hour or longer.

"The most important work of this instrument has been micrometric measures of the satellites of Saturn, Uranus, and Neptune. The satellites of the two latter, which are among the most difficult objects in the heavens, have been observed with an accuracy never before approached, and these observations will lead to a more certain determination of the masses of the respective planets. Work has also been commenced on a list of the closest and most difficult double-stars. Professor Newcomb, with Professor Holden as assistant, has been in charge of this instrument, since its mounting."

ART GALLERIES, MUSEUMS, ETC.

THE CORCORAN ART GALLERY.

This gallery contains a valuable collection of paintings and statuary, (among the latter Powers's Greek Slave,) a large number of objects of bronze, plaster casts, bass-reliefs, and specimens of ceramic ware. The nucleus of the gallery was donated in 1869, by Mr. William W. Corcoran, to a board of trustees, of which Mr. James M. Carlisle is chairman, "for the purpose of encouraging American genius in the production and preservation of works pertaining to the fine arts and kindred objects." Large additions are made to the gallery yearly. The cost of the building and ground was \$250,000. Mr. Corcoran's original collection was valued at \$100,000. The institution is main-

tained by an endowment fund of \$300,000, yielding an annual income at present of \$62,000. The gallery is free to the public on Tuesdays, Thursdays, and Saturdays. On other days, Sundays excepted, an admission fee of 25 cents is charged. From the opening of the gallery (January 19, 1874) to December 31, 1874, 75,126 persons visited it.

THE ARMY MEDICAL MUSEUM.

This, a branch of the Surgeon-General's Office, is an outgrowth of the great rebellion, and is located in what was Ford's theater, on Tenth street, between E and F.

The collections of the museum are divided into sections, as follows: (1) The surgical section, containing 6,500 specimens, showing the effects of missiles of every variety on all parts of the human body. (2) The medical section, containing 1,500 specimens, the majority of which illustrate morbid conditions of the internal organs in fever, chronic dysentery, &c. (3) The microscopic section contains 6,500 specimens, embracing thin sections of diseased tissues, &c. (4) The anatomical section consists of skeletons, separated crania, (of which there are 1,100,) and the section of comparative anatomy of 1,400 specimens. (5) The section of miscellaneous articles includes models of hospital-barracks, ambulances, and medical wagons, a collection of surgical instruments, samples of artificial limbs, &c.

Congress annually appropriates \$5,000 for the museum.

During the year 1873, 5,000 copies of the first two volumes, constituting Part 1 of the Medical and Surgical History of the War, were issued under authority of Congress. Two additional volumes, constituting the second part of the Medical and Surgical History of the War, are now in press.

THE UNITED STATES PATENT-OFFICE MODEL-ROOM

Is located in the upper story of the Patent-Office building. This may very properly be regarded among the museums, containing, as it does, for preservation, the largest and finest collection of models in the world, about 155,000 being on exhibition and the collection being increased annually. Besides the models of patents, the gallery contains many curiosities of national interest, among which are the original Declaration of Independence, the commission of General Washington by the Continental Congress, articles of personal and household property, and camp-equipage used by the General in the revolutionary war. Here are also the sword and uniform of General Jackson, and a large number of swords, sabers, and other articles presented to naval officers on foreign duty. Besides the models required to be presented with each case capable of being so illustrated, drawings are required in all similar cases, and these are classified by subjects into groups, the latter being subdivided into sections, in which the drawings themselves are arranged in folio-drawers in another room, alphabetically as respects the names of the inventors, in order to be convenient of access.

THE MUSEUM OF THE SMITHSONIAN INSTITUTION.

For several years past Congress has annually appropriated \$15,000 for the keeping of this museum. In 1874 that body also appropriated \$10,000 to fit up large rooms for the better display of the specimens. A large hall has been opened during the year in the second story of the main building, in which a number of additional cases have been placed for the exhibition of ethnological specimens. The value of this museum to the student cannot be estimated.

THE BOTANIC GARDEN

Is located a few hundred yards west of the Capitol, and contains over 4,000 species of plants. In the conservatories the plants are arranged geographically, and in the grounds outside according to Gray's Manual of Botany. The collection is being continually enlarged by purchase, by exchanges with foreign conservatories, and by contributions from United States diplomatic agents abroad. A lecture-room has recently been attached to the garden, where students of colleges and other institutions of learning may at all times pursue their investigations under the direction of their own professors. The nucleus of the present collection was donated to the Government by Commodore Wilkes in 1853.

THE MUSEUM OF THE DEPARTMENT OF AGRICULTURE

Is in the large hall of the building occupied by that Department, and comprises a representation of agricultural products and their manufacture, models of fruits and vegetables, specimens of textile fibers and fabrics made from them; also taxidermic specimens of farm poultry, game-birds, and small birds injurious or beneficial to agriculture, &c.

MUSEUM OF THE WAR DEPARTMENT.

The Secretary of War proposes to establish, in connection with the War Department, a museum of articles and specimens having a historic or scientific value to the military service, and to that end has invited contributions.

AMERICAN UNION ACADEMY OF LITERATURE, SCIENCE, AND ART.

The objects of this academy are "to secure co-operation and concert of action in the advancement and diffusion of knowledge, to aid inquiries in any department of learning, and to promote the elevation of taste in this community and throughout the country." The academy is divided into several departments, which embrace, among other things, mathematics, engineering, mechanics, chemistry, hygiene, ethics, natural history, literature, architecture, music, statistics, and political economy.

The regular meetings are held on the second Monday of each month. At these meetings papers approved for reading by the appropriate committees are read, discussions held, and queries answered. Mr. Albert G. Mackey is acting president of the academy.

PUBLIC LIBRARIES.

The Library of Congress now comprises a most extensive collection of books in every department of science and literature. To it have been added, within the past few years, the library of the Smithsonian Institution, the copyright-library of the Patent-Office, the law-library of the Supreme Court, and the valuable historic library of Peter Force. Its collection numbers over 275,000 volumes, being the largest in the United States. Congress appropriates \$10,000 annually for the increase of the library, and has further enacted that two copies of every book copyrighted in the United States shall be deposited here, the office of the Librarian being the place of entry for all copyright publications. Any person is allowed to examine the books, but books may be removed only by the President of the United States, the Vice-President, members of the Senate and House of Representatives, judges of the Supreme Court, Cabinet officers, the diplomatic corps, and a few other high officials. This truly national collection is very seriously cramped for room, and Congress has had under consideration for several years past the project of erecting a library building. The necessity for a suitable building for this large and valuable collection will be apparent when it is stated that at the present time over 50,000 volumes are unprovided with shelves. Mr. A. R. Spofford is the Librarian.

The library of the Department of the Interior contains 5,589 volumes of a miscellaneous character. The books are for the exclusive use of the employes of the Department. During the year 1,027 volumes were added.

The Bureau of Education, connected with this Department, possesses a unique collection of old and rare educational works, especially relating to the history of educational progress, as well as a small miscellaneous library, with the new books relating to education, and large collections of catalogues, documents, and pamphlets relating to schools and school systems in this and other countries, being especially rich in recent foreign educational reports.

The library of the Surgeon-General's Office contains 37,000 volumes and 30,000 pamphlets, principally on medical and surgical subjects. Some of the works are very rare, dating back to 1470. The catalogue of the library contains over 60,000 titles and includes over 7,000 volumes of medical journals. Congress annually appropriates \$5,000 for the purchase of additional books. The increase during the year was 2,000 books and 3,000 pamphlets. This collection, doubtless the largest of the kind in the United States, will probably form the nucleus of the medical division of the Library of Congress when the new building for the accommodation of the latter is erected.

The library of the Navy Department contains about 4,000 volumes, a large number of which are of a historic and scientific character, relating especially to naval affairs. A number of these are printed in foreign languages. The library also contains a large number of volumes of congressional enactments, executive documents, &c., and some works of a miscellaneous nature. As the Department is at present cramped for room, no additions have recently been made to the collection. Books may be withdrawn only by employes of the Department and by naval officers when in Washington.

The library of the Department of Agriculture contains 8,000 volumes, including Sowerby's English Botany, in 11 volumes, royal octavo, a very full view of British plants; the *Flora française*, in several folio volumes; Siebold's *Flora Japonica*; the Botany of the Himalaya Mountains; and many other elegantly-illustrated volumes. The collection is yearly swelled by the choicest productions of the foreign scientific and industrial press, especially by those of France and Germany, as well as by the reports of our own agricultural, horticultural, and pomological societies. Exchanges are made and correspondence is kept up with over 1,500 native and 300 foreign societies.

The library of the War Department, originated under the direction of Hon. Lewis Cass, in 1832, numbers 12,275 volumes, which include a law library of 2,000 volumes. During the year 1,255 new volumes have been added. About 50 per cent. of the books are works on military science; 25 per cent. are books of reference, such as encyclopedias, congressional debates, and laws, &c., while the remainder are of a miscellaneous character. Additions are made to the library annually. Books can be withdrawn only by employes of the Department and officers of the Army when in Washington.

The library of the Treasury Department contains 8,450 volumes, a large number of them works of reference. In its character it is miscellaneous, works on biography, history, and fiction largely predominating. Small additions are made yearly. Accessible only to employés of the Department.

The library of the Patent Office comprises 22,700 volumes, mainly of a technologic character, and intended to illustrate the progress of invention in all countries. It contains complete sets of the British and French patents, with many rare works, and is accessible to everybody, but no books can be withdrawn, as the library is for reference only. Several hundred volumes are added to the collection annually.

The library of the United States Signal Office comprises 2,769 volumes of a scientific character, exclusive of maps, charts, and pamphlets. Several hundred volumes are added annually. It exchanges with 21 different institutions.

The library of the Post-Office Department numbers 6,000 volumes. It was founded in 1862, and consists chiefly of public documents, only a small portion of the library being miscellaneous. But one appropriation has been made for it, that of \$1,000, several years since. It is only for reference for the employés in the Department.

The library of the Executive Mansion comprises 1,400 volumes, and dates back to the administration of President Madison. It is simply a miscellaneous family library, containing, however, in addition to miscellany, a number of executive documents for the use of employés. Small additions are made from time to time from the contingent fund. It is for general reading and reference by the family and employés of the President's Mansion.

The library of the Department of State, which was established by Thomas Jefferson, first Secretary of State, contains about 17,300 volumes, mainly of a miscellaneous character, and embraces a large number of works on diplomacy, international law, &c. Books may be withdrawn by the employés of the Department and members of the diplomatic corps. Small additions are made yearly.

The library of the Naval Observatory consists of more than 7,000 volumes, mostly astronomical in character, but includes many works on other branches of science and higher mathematics. About 200 volumes were added during the year. It exchanges with 213 different societies and institutions, home and foreign, including observatories in every country. Open to men of science generally.

The library of the Attorney-General's Office is mainly due to the efforts of Hon. Caleb Cushing, while Attorney-General, in 1853. It embraces a fine collection of American, English, and Spanish-American law books, including valuable works on Roman law. It is chiefly for reference. Congress appropriates annually \$3,000 for the purchase of books. Whole number of volumes, 12,000.

The library of the Solicitor of the Treasury contains 6,000 volumes, and is composed almost entirely of works on American, English, and French law. Among its valuable books are Sirey's work on French jurisprudence, Sullivan's Lectures on Federal and English Laws, and Sir Matthew Hale's Commentary on Herbert De Natura Brevium.

The library of the United States Coast Survey was organized in 1832. It comprises 6,000 volumes, principally of a scientific character, including astronomy, geology, navigation, and mathematics. This library contains a series of elegant folios, illustrating voyages and various branches of physical science, ancient and modern; several of them are of great artistic merit. It exchanges with all associations and academies of science in every country.

The library of the Light-House Board, contains 1,500 volumes, chiefly scientific in character, and is used for reference by the employés of the office. For a small library it possesses an unusually large number of valuable books, among which may be noted the Topographical Survey of the Black Sea and Sea of Azof, by the Russian Topographical Bureau, a work of great artistic skill. This library contains a list of a large number of foreign lights.

The library of the Bureau of Statistics numbers at present 7,000 volumes. It is composed chiefly of commercial, statistical, and financial works. It is largely increased annually by official reports and documents from most of the European and some of the Asiatic countries. It is accessible to all for reference.

The library of the Bureau of Ordnance dates back to 1833, and consists of works on military tactics, engineering, pyrotechny, military laws, and mechanics. New works are annually added from a contingent fund. It contains 2,200 volumes.

The library of the Adjutant-General's Office contains 1,700 volumes, which are made up almost entirely of public documents. It has, however, a full and complete collection of manuscript reports of the late civil war from 1860 to 1865, including the entire rebel archives and all the correspondence relative to the conduct of the war, which is now in process of publication.

The library of the United States Hydrographic Office consists largely of hydrographic, meteorologic, and naval works, together with numerous maps and plates. It numbers 7,000 volumes. The library is particularly for reference. It receives frequent accessions from the funds appropriated for hydrographic work. It supplies public libraries

at home with its publications, and exchanges with hydrographic offices, geographical societies, and other scientific institutions abroad.

The library of the Land-Office contains 500 volumes, composed entirely of law-books, together with public documents furnished by the States in which public lands are yet for sale. All the surveys of the country, together with charts and maps, may be found in this library.

The library of the National Deaf and Dumb College was founded in 1857, and contains works published in several different languages on history, biography, education, and books relating to the deaf and dumb. Of the latter class there are over 700 volumes. The whole number at present is 1,700. Last year a most important and valuable accession was made by the purchase of the library of the late Dr. Charles Baker, of Doncaster, England, which relates chiefly to the instruction and treatment of the deaf and dumb. The Baker library is unquestionably the best in the country relating to mutes and the mute language. Congress appropriates annually \$500 for the purchase of books for this library.

The library of the Washington Library Company and Young Men's Christian Association, located in the Young Men's Christian Association building, embraces 13,000 volumes of a miscellaneous character. It is in charge of the Young Men's Christian Association, and is accessible to all, but books can only be withdrawn by subscribers. Small additions are made yearly.

The library of the Academy of the Visitation, Georgetown, contains between 5,000 and 6,000 volumes of a miscellaneous character. It is solely for the use of the female students.

The document libraries of the Senate and House of Representatives contain nearly 150,000 volumes of congressional documents, reports, debates, &c.

The Odd-Fellows' library comprises 3,600 volumes of a miscellaneous character. The use of the library is restricted to members of the order of Odd-Fellows and to the widows and children of deceased members. The collection is increased by the addition of a few volumes yearly.

The Masonic library consists of 2,328 volumes, which include about 1,900 volumes in pamphlet form of proceedings of Masonic bodies. Several hundred volumes are added yearly. The library is for the exclusive use of members of the Masonic order.

Under this head it may be stated that Mr. George Peabody, the philanthropist, several years before his death, gave the sum of \$15,000 to a board of trustees as the nucleus of a public library in Georgetown. The library has never been established, but the trustees have under consideration a proposition from the board of trustees of the public schools of Georgetown to give the former suitable accommodation for a public library in the new high school building now in process of erection in Georgetown.

Besides the libraries noted in the foregoing, all the colleges and most of the institutions for professional education in the District of Columbia possess collections ranging from a few hundred up to several thousand volumes.

IDAHO.

STATISTICAL SUMMARY.*

	1873.	1874.	Increase.	Decrease.
RECEIPTS.				
Balance on hand beginning of school year	\$6,666 65	\$7,548 65	\$882 00	.....
Received from Territory	3,633 91	3,855 03	221 12	.....
Received from county taxes	13,797 03	13,869 05	72 02	.....
Received from district taxes	4,318 04	514 33	.....	\$3,803 71
Received from miscellaneous sources	8,816 43	5,277 64	.....	3,538 84
Total	37,232 11	31,064 70	.....	6,157 41
EXPENDITURES.				
For teachers' salaries	21,840 04	19,074 12	.....	2,765 92
For building, repairs, furniture, &c.	5,859 51	1,649 29	.....	4,210 22
For school-libraries and apparatus	3,319 00	10 10	.....	3,309 90
For rent, fuel, and contingent expenses	1,654 91	1,053 49	.....	601 42
Total	32,673 46	21,788 00	.....	10,887 46
SCHOOL POPULATION AND ATTENDANCE.				
Number of children between the ages of 5 and 21 years	3,473	4,010	537	.....
Number attending school	2,170	2,030	.....	140
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts	61	77	16	.....
Number of school-houses	52	53	1	.....
Number of school libraries	3	3	.....	.....
Number of volumes in school libraries	198	198	.....	.....

INCOMPLETENESS OF SCHOOL REPORTS.

In the above statement of school statistics only 7 counties of the Territory are included; two counties make no report to the superintendent for 1873-'74. In addition to this fact such statistics as have been received are not at all complete, as will appear from the following extract from a letter received by this Office from Superintendent Perrault, dated March 7, 1875. He says: "The reports received at this office are necessarily very incomplete; the territorial superintendent does not visit the schools; hence he must make up his reports from the meager information furnished him; and as he gets no pay for his labor, he cannot consequently devote much time to the work."

ELEMENTARY INSTRUCTION.

SCHOOL POPULATION AND APPORTIONMENT OF FUNDS.

The whole number of school children in the Territory, between the ages of 5 and 21, in 1871, was 1,596; in 1872, 1,909; in 1873, 3,473; and in 1874, 4,010.

The superintendent says: "The Territory is doubtless under many obligations to our Mormon friends of Oneida County for this extraordinary increase. In 1871, Oneida County reported 395 school children; in 1872, 485; in 1873, 1,825; and in 1874, they have 2,056. Under the present law the whole amount of territorial school money is apportioned to the several counties, 'in proportion to the number of white children residing therein between the ages of 5 and 21 years.' This is regarded as unjust, since it gives to Oneida more than one-half of the whole amount of the school fund, and, in fact, Oneida gets back, under this law, as school money, more than two-thirds of the amount she pays as territorial revenue. This section of the school law has been a cause of much dissatisfaction for the last year, and it is earnestly hoped that it will be repealed. A much better way, in the opinion of the superintendent, would be to let each county levy its own school tax, and thus save the unnecessary cost of sending the money to the territorial treasurer, to be again returned with additional cost of expressage to the counties.

* From report of Hon. Joseph Perrault, territorial superintendent of public instruction, 1873-'74.

"Section 10 of the school law makes it the duty of the county superintendent to apportion two-thirds of the whole amount reported by the county treasurer as school money equally among the several organized districts in his county, regardless of the number of children in any district, the remaining one-third to be apportioned *per capita* among the several districts. This apportionment is made in March, and there is no provision made for the re-apportionment of moneys that are unclaimed by any district."

The superintendent suggests that it be made the duty of the county superintendent to apportion the school money on the second Monday in January in each year, and quarterly thereafter; and also to re-apportion all money so apportioned, and not used for school-purposes, before the close of the year.—(Territorial report, page 3.)

TEACHERS AND THEIR SALARIES.

Almost every day complaints are made that the teachers are incompetent. Yet, when a district wants a teacher, the cheapest one gets the situation; and there are reasons for believing that in some localities this spirit of unwise economy prevails to an almost ruinous extent.

No amount of old routine can eliminate the influence of individual character. The good teacher will inspire courage and enthusiasm under any system, and the ill-chosen teacher will fail in reaching the heart of the school, though backed up by all the resources that can be furnished. And in this experience we find the best indication of the supremacy of moral over all other agencies in the conduct of human affairs. Young eyes are sharp discerners of character, and young hearts respond instinctively to sympathetic natures, and close tightly against hardness or indifference. The true teacher must be a teacher of volunteers, and they will follow cheerfully wherever he will lead cheerfully. There is no element in teaching more important than the personal qualities of the teacher. None of us can be so unfortunate as to have no recollections of those whose calm dignity and serene goodness were a perpetual benediction. They remind us of the beautiful history of the aged disciple whose simple exhortation, "Little children, love one another," was more powerful in its constraining influence on the multitude than his fiery eloquence when he was one of the sons of thunder.—(Report, pp. 9, 10.)

COUNTY SUPERINTENDENTS.

While it is admitted that county supervision is a necessary aid in the public schools, if we take into consideration the small number of schools in some of the counties and the very small amount of money for the support of these schools, it is a question whether more good might not be done with the money paid to county superintendents by employing it to pay teachers. However, in fixing the salaries of county superintendents it is recommended that the compensation be fixed by the legislature directly, and not left to the varying and uncertain action of county boards, (as it now is in seven counties,) but that the compensation be not the same for every county, but more or less according to the size of the county, the number of inhabitants and schools, and the amount of work to be done. Let the same rule be applied in this as in any county or territorial office; let the salary be sufficient to secure the services of competent and experienced men, and certain qualifications be prescribed and enforced as a condition of eligibility to office.—(Report, p. 10.)

OFFICE WORK.

The work of this office during the last year, says the superintendent, has been very great. The people are perhaps not aware that the territorial superintendent has voluminous official correspondence with school officers throughout the Territory, and although there is no law requiring him to do this work, it has been done out of regard for the best interest of the Territory. The superintendent respectfully suggests (p. 11) that, as a great deal of good can be done by the territorial superintendent for the future prosperity of our beautiful Territory, the office be made a salaried one, and be given to some one competent to fill it honorably and well. It is not just to expect any officer to work for nothing. Idaho Territory is the only place in the United States where the superintendent is expected to give his services gratuitously.

BOISÉ CITY SCHOOLS.

"It is something not to be proud of," says the territorial superintendent, (report for 1873-74, p. 7,) "that at Boise City, the capital of the Territory, with 269 school children, during the whole of 1873 there was no school, and but four months taught during 1874. And the Territory is too poor of itself to remedy this evil, there having been no moneys paid into the territorial treasury on account of sales of school lands."

TRAINING OF TEACHERS.

TEACHERS' INSTITUTE.

A lively interest has been taken in school matters at Boise City during the year. On May 18, a teachers' institute met at St. Michael's school-house in this city, at which were present several of the teachers of Ada County. But it is to be regretted that many teachers failed to reap the full benefit of this institute by not being present while it was in session. In some States there is a provision of law requiring all the public schools in the county to be suspended during the session of the institute, and also that the wages of teachers shall continue while they are in attendance, because these institutes increase the efficiency of the schools, by improving the qualification of teachers, in suggesting to them thoughts, processes, and methods that might not otherwise occur to them, however well instructed in a general way. They point out the difficulties to be overcome in this direction and that; so that, forewarned and forearmed, they may go to their work, not utterly devoid of some special preparation, but knowing what to anticipate, and how to meet it; and if these institutes result in securing better methods of teaching, better school discipline, and hence better schools, then there is real justice in such a provision of law.—(Territorial report, p. 4.)

SUPERIOR INSTRUCTION.

PROPOSED ESTABLISHMENT OF A UNIVERSITY AT BOISÉ CITY.

In July last, says the territorial superintendent, in his report for 1873-'74, (p. 5,) a meeting was called in Boise City for the purpose of founding a university at that place, Governor Bennett presiding.

The committee to which this matter had been referred reported that the laws of the Territory make no provision for the incorporation of a literary and educational institution of the character of the proposed university; that, in order to organize such a university upon secure legal foundations, application should be made to the approaching legislature for a charter; that a board of trustees, who had been previously named, should immediately organize, in anticipation of said charter, relying upon the legislature for a confirmation of its acts; that said board proceed to procure a suitable lot of land within the city limits, or contiguous thereto, and erect a suitable building thereon for a beginning, sufficient for the use of the principal, and for a boys' and girls' department, and two assistants; that such university be started in the coming fall, and its capacity be increased as new demands upon it arise; that the grounds be inclosed, trees planted, and other needed improvements made; that, to begin with, a reasonable tuition be required from each pupil, and that the institution be named the Idaho University.

An intelligent correspondent, writing from Oregon, (March 27, 1875,) says of this undertaking: "The proposed university at Boise City can hardly be more than a graded grammar or high school at present, if established at all. Such a school would give a good impulse to district schools, if scholars were admitted on examination. But the practical difficulty is to support teachers. All pupils who can pay tuition must be received to do this; and hence both young children and advanced pupils come, the school is mixed, and the teacher cannot lift it up."

LIST OF SCHOOL OFFICIALS IN IDAHO TERRITORY.

Hon. JOSEPH PERRAULT, *superintendent of public instruction, Boise City.*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Ada	N. M. Hawthorn	Boisé City.
Alturas	S. B. Dilley	Rocky Bar.
Boisé	Henry McGuinness	Idaho City.
Idaho	B. F. Morris	Washington.
Lemhi	John Hogan	Salmon City.
Nez Percés	W. P. Hunt	Lewiston.
Oneida	B. F. White	Malad City.
Owyhee	James Lyman	Silver City.
Shoshone	D. M. Fraser	Pierce City.

MONTANA.

STATISTICAL SUMMARY FOR 1874.

RECEIPTS.

From local tax	\$28,039 00
Total from taxation	29,514 19
From other sources	585 88
Total	30,258 32

EXPENDITURES.

For sites, buildings, and furniture	19,783 00
Apparatus	500 00
Salaries of teachers	30,258 30
Total	34,783 30
Expenditure in the year per capita of school population	7 90
Expenditure per capita of pupils enrolled in public schools	15 68
Expenditure per capita of average attendance	17 79
Expenditure per capita of population 6 to 16 years of age	13 69
Expenditure per capita of population 6 to 16, including interest on value of school property	14 65
Estimated value of sites, buildings, and all other school property	19,283 00

SCHOOL POPULATION AND ATTENDANCE.

Number of school population 4 to 21 years of age	3,753
Number of males	1,935
Number of females	1,803
Number over 16 years of age	1,105
Number 6 to 16 years of age	2,210
Number enrolled in schools during school year	1,935
Average monthly enrollment	1,750
Average daily attendance	1,700

SCHOOLS.

Number of school-rooms, exclusive of those used only for recitation	97
Number of school-rooms used exclusively for recitation	2
Average duration of school in days	88

TEACHERS AND THEIR PAY.

Number of male teachers employed in public schools	52
Number of female teachers employed in public schools	44
Total number of teachers employed in public schools	96
Number necessary to supply the schools	100
Average monthly salary of male teachers	\$72 83
Average monthly salary of female teachers	57 82

The foregoing statistics were kindly furnished this Office by the territorial superintendent of public instruction, Hon. Cornelius Hedges, on blanks sent out by the Bureau. In respect to this presentation of the school affairs of the Territory, Superintendent Hedges remarks: "It may look poor by the side of some, but, considering all that we have to contend against, you would call it very creditable."

No territorial report from Montana for the year 1873-'74 has been received by this Office.

EDUCATIONAL ASSOCIATION.

COUNTY TEACHERS' INSTITUTE.

From an article in the New Northwest, of January 8, 1875, it appears that a convention of the teachers of Deer Lodge County, Montana, was held December 30, 1874, for the purpose of organizing a teachers' institute. Territorial Superintendent Hedges was present, and presided until a permanent organization of the institute was effected. Subsequently several addresses of interest were presented, and afterward discussed by the institute; among others, one on the best means of preventing whispering in school, which involved a spirited discussion of the question of corporal punishment. The preponderance of sentiment was found to be against the indiscriminate use of the rod.

LIST OF SCHOOL OFFICIALS IN MONTANA TERRITORY.

HON. CORNELIUS HEDGES, *superintendent of public instruction, Helena.*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Beaver Head	Jos. S. Ferster	Dannack City.
Choteau	John J. Healy	Sun River.
Deer Lodge.....	Addison Smith	Deer Lodge City.
Gallatin	Fran. L. Stone	Bozeman City.
Jefferson	John J. Rohbaugh	Jefferson City.
Lewis and Clarke.....	Daniel Searles	Helena.
Madison	Amos Purdum	Sheridan.
Meagher	Charles S. Kelley	Diamond City.
Missoula.....	J. B. Burkner	Missoula City.

NEW MEXICO.*

SECRETARY'S OFFICE, TERRITORY OF NEW MEXICO.
Santa Fé, December 31, 1874.

HON. JOHN EATON,
Commissioner of Education, Washington, D. C. :

In reply to yours of 19th September, requesting a statement of the condition and progress of education in the Territory of New Mexico, I have the honor to submit the following report :

New Mexico dates its settlement by Europeans among the oldest in the United States, running back to 1532, and ranking next to San Augustine, Florida, 1565. Its people, as a class descendants of the Latin race, comprise about nine-tenths of the population, and hence constitute the governing class of the Territory. Its early history, down to the American occupation by General Kearney, in 1846, and in truth down to the close of the rebellion in 1865, has been associated with a paternal government, more or less despotic in its administration. Its remoteness on the frontier of the Republic has afforded only a limited opportunity for its people to imbibe the characteristics and spirit of American institutions *per se*. Only a few of the industries of the country have as yet obtained a footing, and these are still in their infancy. The habits of the people are simple, their necessities few, and the occupation of the masses is still confined to the ranch and the herd.

The rich mineral deposits, from the heretofore-unsettled condition of the country long lain dormant, have barely made a start toward reopening; hence the demand for labor in this direction is limited, and what demand there is is mainly confined to the "Americans," so called, in contradistinction to the "Mexicans."

It will thus be seen that the Territory of New Mexico presents a distinctly anomalous condition as compared with any other State or Territory, with unimportant exceptions, whether considered in point of intelligence and enterprise or socially and politically. It is essential to bear these facts in mind in order to an intelligent appreciation of educational progress in this Territory. Its isolation has in effect been a bar to liberty, except in name, as bequeathed by the republic of Mexico. The same cause, in a great measure, has retained the country much of the time since under martial law.

THE FIRST AUTHORITATIVE ACTION

in favor of public schools in New Mexico, as appears from the journals of the provincial and departmental juntas of the Territory, was April 27, 1822, immediately following the war for the independence of Mexico. These bodies at that time passed a concurrent resolution declaring it a duty to provide means for the education of the youth of the province, and that the provisional government would do so. Brevoort, in a pamphlet recently issued on New Mexico, says in this connection: "Those bodies regularly made provision for the education of the youth of the country in primary education. They do not appear to have ever established any institution of learning here, or indeed to have contemplated giving any but an elementary education to the youth. The salaries provided for the teachers were small, and those at the capital were paid from the public treasury by appropriation, while in the different jurisdictional *partidos* into which the country was divided, the prefects thereof were required to see that schools were provided, and were maintained by local taxation or from a retained portion of the revenue collected for the general treasury." Here it is well to remark that the peons, or slaves, which until the emancipation proclamation constituted a majority of the population, of course received no benefit from even these primitive advantages, nor have we a right to suppose that in this sparsely-settled country these advantages extended much beyond the county seats and towns of some size. The writer continues: "But since the change of government at that time and the inauguration of new laws, usages, and customs, the state, until within the last three or four years, had ceased in New Mexico to afford any encouragement whatever to the education of the rising generation in the Territory, whose legislatures have allowed one generation at least to grow up without any provision, so far as they are concerned, for its education."

The present school law, the substance of which was set forth in my last annual report, was enacted by the legislature of 1871-72. This law was slightly modified by the last legislature, but is still very far short of a good practical school law, and very far short of what the intelligent people of the Territory have a right to expect. The act of 1873-74 provides for annual reports from the supervisors and directors of public schools to the territorial superintendent, and from the superintendent to the

* Special report of Hon. W. G. Ritch, secretary of the Territory and acting superintendent of public instruction.

governor; said report to contain the "number of schools," with the number of "pupils taught;" the "number of teachers, male and female," with salary; the number of "pupils in each precinct," with "average attendance;" and the "branches taught." "In case of the sickness or inability of any of the members of the board of supervisors to fulfill their duties," the president of the board is "authorized to discharge the duties and exercise the power of the board of the county." Per diem of board fixed at \$3, payable out of the county funds.

The superintendent of public schools is made *ex officio* territorial librarian, vested with the duties and to receive the "emoluments." This would give the officer a salary of \$300 per annum for the performance of the duties of the two offices. Stationery and blanks are also provided.

In this connection, it may also be stated that the list of exemptions from taxation was reduced and a stringent law enacted for the enforcement of the collection of taxes. The latter enactments, if properly enforced, could scarcely fail of materially increasing the amount of the school fund. It may also be remarked that the governor has, thus far, failed to appoint a territorial superintendent under the new law. It is obvious that the radical defect of the law, in not vesting proper authority in the superintendent, and the beggarly pittance of a salary, are sufficient cause for the failure to appoint. No person who possesses the proper experience and ability to fulfill the duties of the office in the present unorganized condition of the schools of the Territory, to say nothing of performing other duties required, can accomplish anything at all satisfactory under the law, or for a moment afford to accept it on the salary in this land of high prices and expensive traveling over magnificent distances. The moral grandeur of the position, certainly, would be a rather poor compensation.

THE PRESENT CONDITION OF THE SCHOOLS

is represented in the following tabular statement for the year 1874:

Statistical summary for 1874.

Counties.	Number of public schools.	Number of children in attendance.	Number of teachers.	Average of teachers' wages per month.	Average number of months school taught.	English or Spanish.	School fund.	School-houses owned.	Value of school property owned.	Number of private schools.	Number of scholars in attendance.	Number of months taught.	English or Spanish.	Number of teachers.
Bernalillo.....	15	682	17	\$27 69	5.5	2 English and Spanish, 13 Spanish.	\$4,337 65	.....	.....	2	40	7	1 English, 1 Spanish.	2
Colfax.....	7	113	7	44 28	5.5	6 English, 1 Spanish.	2,155 26	.....	.....	.....	.....	.....	.....	.....
Doña Ana.....	5	226	5	25 86	11.6	1 English, 4 Spanish.	1,564 24	1	\$500	5	45	10	1 English and Spanish, 1 English.	4
Grant.....	3	116	3	42 85	4.7	1 English and Spanish, 2 English.	1,476 38	.....	.....	.....	.....	.....	.....	.....
Lincoln*.....	10	459	13	18 84	5.2	4 English and Spanish, 6 English.	1,294 99	.....	.....	5	142	8.7	4 English and Spanish, 1 Spanish.	90
Mora.....	16	350	16	13 75	2	2 English and Spanish, 14 Spanish.	616 87	.....	.....	2	40	3	2 Spanish.	2
Rio Arriba.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Santa Ana*.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Santa Fe.....	10	710	17	24 88	6.8	6 English and Spanish, 4 Spanish.	7,295 85	1	2,500	5	193	10	2 English and Spanish, 1 Spanish.	14
San Miguel.....	22	1,030	23	27 54	2	5 English and Spanish, 17 Spanish.	6,068 00	2	1,300	9	340	5.9	3 English and Spanish, 4 Spanish.	15
Socorro.....	15	600	15	15 50	4	Spanish.	1,412 35	.....	.....	.....	.....	.....	.....	.....
Taos.....	7	323	8	19 21	3.6	English and Spanish.	706 37	.....	.....	1	20	.....	.....	.....
Valencia.....	18	811	19	26 16	3.3	3 English and Spanish, 15 Spanish.	1,654 73	.....	.....	2	130	.....	2 English and Spanish, 1 Spanish.	8
Total.....	123	5,420	143	26 25	5.1	40 English and Spanish, 88 Spanish.	28,528 34	4	4,300	31	983	7.3	21 English and Spanish, 10 Spanish.	63

* No report.

Total number of private schools, 31; number of children in attendance, 988; number of teachers, 68; English or Spanish—7 English, 14 English and Spanish, 10 Spanish. School fund, \$48,118.

Pueblo Indian schools, 8; number of children in attendance, 170; number of teachers, 10; teachers' wages, \$50 per month. English school fund, \$5,277.

Grand total: number of schools, 167; number of children in attendance, 6,578; number of teachers, 221; English or Spanish—24 English, 45 English and Spanish, 98 Spanish. School-fund, \$81,918.34.

The above statement lacks two counties of making a complete showing of the present condition of education. The statement given is based on authenticated returns from the respective counties represented, and, so far, is as reliable as it is possible to make it in the present unorganized condition of the school interest, and consequent difficulty of obtaining statistics. The funds of the several counties stated form the only available fund, the amount being partly for the uncollected tax of last year and so much as was collected this year at the time the reports were made respectively.

EDUCATIONAL PROGRESS.

Casually viewed, educational progress will hardly be admitted. A close examination and a philosophical view of the situation in all its bearings are doubtless necessary to discover progress during the past year. From information gleaned from the reports, from private sources, and from the press, one finds sufficient to warrant the belief that there has been substantial progress in the cause of popular education. No small item is a growing belief among the people that schools are a necessity, and a demand for them beyond the ability of school-boards to meet the expense with the present fund. While the number of schools and the attendance are not materially different from those stated in the last annual report of the superintendent, there is, in the counties reported, a reduction in the ratio of teachers to pupils of 10 per cent., making an average of one teacher to thirty-seven pupils. In the same counties there are forty schools in which the English language is taught where there were only eighteen last year, while there has been a corresponding decrease of exclusively Spanish schools. In four different counties reported, books have been furnished to the poor children, and a healthy commencement has been made in the furnishing of school-rooms with suitable furniture and apparatus. There appears also, as evinced in newspaper discussions, a concentrated move for uniformity of school-books by counties at least. The discussion will doubtless result in enlarged views, and, it is also to be hoped, in securing the latest and most approved models.

The public school system proper of New Mexico, now only in its third year, started without a single public school-house in the Territory; without even a desk, black-board, or school book; with no experience whatever in the organization or conduct of a system among the masses of the people in ten out of thirteen counties; with competent teachers scarce, and school-boards, when properly appreciating the worth of competent teachers, pressed with more applications for the establishment of schools than their limited funds would provide even at moderate wages. Hence, all things considered, we confidently submit there has been substantial progress in popular education.

There is likewise a growing ambition among the youth to learn trades, and every available opportunity, with the present limited number and variety of trades represented, is improved with alacrity. It is gratifying to know that the native youth show an interest and skill in the learning of trades worthy of emulation by youth who boast, and not without reason, of much higher primary advantages.

OF PRIVATE SCHOOLS.

There has been more marked progress in private schools relatively than we are able to record of the public school. Thus, at the close of 1874 we find reported 31 of this class of schools with 68 teachers where there were last year but 26 schools with 53 teachers. The reduction in the ratio of teachers to pupils is about 40 per cent.; making an average of 1 teacher to 15 pupils, or less than one-half the average in the public school. On the other hand, the report this year shows 5 more select schools in which Spanish is taught and 5 less in which English is taught. Of the 31 select schools, 21 are confined almost exclusively to the primary branches and 10 may be regarded as academic, and in the main devoted to

SECONDARY EDUCATION.

Of the class of institutions coming under this head we give the following list, with details:

SANTA FÉ.

St. Michael's College, under the direction and management of the Christian Brothers, chartered under an act of the last legislative assembly, numbers 5 teachers, 58 pupils, and has an income, arising from tuition and board, of..... \$7,690 00

The Academy of our Lady of Light, under the direction and management of the Sisters of Loretto, also chartered under an act of the legislative assembly, numbers 6 teachers, 59 pupils, and has an income, from tuition and board, of \$7,890 90

LAS VEGAS.

Sisters of Loretto number 5 teachers, 72 pupils, with an income of..... 4,390 00
 San Miguel Collegiate Institute of Rev. J. A. Annin, which, with tuition, books, and stationery, is free to all, has 2 teachers, an average attendance of 32 pupils, and an income for the general mission work derived from the Board of Foreign Missions, except \$300 local subscription, (the mission property, consisting of school-house, church, and residence, is owned by the board) 1,800 00

MORA.

Sisters of Loretto number 7 teachers, 80 pupils, and an income of 5,500 00
 Christian Brothers number 8 teachers, 80 pupils, and an income of..... 6,000 00

LA JUNTA.

Methodist-Episcopal Mission School of Rev. Thomas Harwood, free to all, has 3 teachers, an average attendance of 42 pupils, and a net income, derived from voluntary contributions and for tuition and board, of..... 1,000 00

TAOS.

Sisters of Loretto number 5 teachers, 50 pupils, and an income of 4,500 00
 Presbyterian Mission School of Rev. James M. Roberts, free to all, has 2 teachers, average attendance of 36 pupils, and income for the general mission work derived from the Board of Foreign Missions, except \$250 voluntary contribution for tuition, of 1,250 00

LAS CRUCES.

Sisters of Loretto number 3 teachers, 20 pupils, and an income of 1,500 00
 Total income of secondary schools..... 41,430 00

These schools are uniformly open ten months of the year, and include in their curriculum the higher English branches, Spanish, French, German, Latin, and Greek.

Here we wish to acknowledge the courtesy of Hon. José D. Sena in furnishing the data relating to the Catholic parochial schools of the Christian Brothers and Sisters of Loretto, above enumerated, and to add his qualifying note, that "the annual income of all the schools here referred to, except those in Santa Fé County, is estimated, and is as nearly correct as possible from the information obtainable."

NEW SCHOOLS TO BE STARTED.

Incidentally, we learn that the Sisters of Loretto are about starting schools—one at Sapello and another at Bernalillo. At the latter place, through the munificent liberality of a citizen, suitable buildings are in course of construction for the accommodation of one of these parochial schools for secondary education.

At Las Cruces, in the Catholic diocese of Bishop Salpoint, buildings are erected and nearly completed for the accommodation of St. Joseph College, to be opened in the spring.

It is proper to state that most, if not all, of the schools under the Christian Brothers and Sisters of Loretto receive a portion of the public school fund, and supplant, measurably at least, the public schools of their respective localities. At Albuquerque and La Junta, and possibly in other localities, the Jesuit Fathers have the control of the public schools, and are paid out of the public school funds. In Las Vegas they succeed to the public school as soon as the contract expires with the present teacher.

THE LA JUNTA ACADEMIC SCHOOL.

Professor Harwood, the only representative of the several schools whose report embodied any considerable remarks explanatory, says of his school at La Junta, that it is in its fifth year, starting with less than a dozen scholars, mostly a-b-c-darians, occupying a small room improvised for the time.

A good two-story building has since been erected, of ample size and in modern style. The school roll includes pupils from many sections of the Territory, and even from neighboring Territories, boarding in apartments that some time since ceased to be of sufficient size to meet the increasing demands for admission from abroad. Fifteen applicants were rejected during the past year for want of room to accommodate them. Additional apartments are being added to the boarding-house, and hopes are enter-

tained of soon being able to accommodate the full demand for admission. The school roll shows an attendance of 70 scholars during the year—38 boys and 32 girls—with an average attendance of 42. While no scholar is excluded from inability to pay, and the rolls show that one-half the pupils are on the free-list, the school receives no part of the public school fund. In closing his report Professor Harwood says: "We are determined, with God's blessing, to build up an institution of learning second to none in the Territory."

THE METHODIST-EPISCOPAL MISSION SCHOOLS.

In addition to his labors as the principal of the La Junta school during the past year, Professor Harwood has been employed as superintendent of the Methodist-Episcopal missions of New Mexico. In the time thus engaged, we learn from his report he has established three additional mission schools: one each at Civuelita and Peralta and another at a village near Socorro. The latter place is distinctly a Mexican town, without a single American resident, and the teacher is there on invitation of the people of that village. He is furnished with subsistence, a house, and is promised as much more pay as they can afford. These three schools have something over twenty pupils each and have an encouraging start.

PRESBYTERIAN MISSION SCHOOLS.

Professor Annin, of Las Vegas, in his report, referring to the mission property at that place, says: "It seems to me it might properly be submitted to the consideration of the public or of the proper authorities, whether one who teaches a free school and incurs considerable expense to keep up the school, and in furnishing the pupils with almost all books, paper, ink, &c., might not be exempt from school tax."

Professor Roberts, of the Taos school, says: "During the last year our school has been quite well sustained; our pupils are advancing very nicely indeed."

The incompleteness of the returns, which confine information relative to the efficiency and progress of the secondary schools to general reports, with the exceptions noted, is a subject of regret.

THE PUEBLO INDIAN SCHOOLS.

The last annual report of the Pueblo agent shows 8 schools with 10 teachers, being an increase of three schools, and having 228 pupils enrolled and 170 attending; an increase in attendance of 63 over last report. The average number of months taught is 8, an increase of 2 months. The branches taught were reading, writing, arithmetic, and geography. Considering the short time which these schools have been in continuous operation, commendable progress has been made. Of school-houses, one is owned by a Pueblo village, four are rented, and of three the use is donated. With the exception of \$300 paid by the board of missions, the school fund is paid by the Government. Under the efficient management of the late agent, Mr. E. C. Lewis, an increased interest in schools was awakened among these Indians, and before the fiscal year was completed he found three applications for schools on his hands, which he was unable to supply for want of funds, and from a source where they had previously refused to have schools, except in Spanish. The interest evinced by these semi-civilized people in the education of their children is specially interesting at this time when their tribal relation may possibly be exchanged for that of citizenship.

It is likewise well in this connection to mention the recommendation of Agent Lewis, in his last report, for the establishment of a training-school for the education of native teachers, not only in the English tongue, but likewise in the mechanic arts; one object being to separate the pupil from daily intercourse with his tribe and to substitute daily and exclusive intercourse with English-speaking people. In this manner, teachers might be supplied who are familiar with their native tongue as well as the English language, and a much greater efficiency given to the schools and to the development of the mechanic arts. It is due to the cause of civilization among these Indians to express a hope that the recommendations of the late agent, in this particular at least, will receive favorable attention at the hands of the Government before the responsibilities of citizenship are conferred upon them. No intelligent person acquainted with the people of this Territory exists who will not fully recognize that the percentage of illiteracy is deplorably high already, and that it could hardly be otherwise than suicidal to increase it with the addition of several thousand Pueblo Indians, not one of whom, among the adults at least, can either read or write the English language, or any other language, for that matter.

SCHOOLS AMONG THE NAVAJO INDIANS.

The reservation for this tribe is equally divided between New Mexico and Arizona. While Fort Defiance, the headquarters of the agency, is situate over the line, in Arizona, the communication with the military and the outside world is in and through New Mexico. The agency is associated with this Territory by the Government for all purposes, hence may properly be mentioned in this connection. The treaty between the Government and the Navajos requires a school-teacher and school-house with books and apparatus for each thirty children who can be induced to attend school. There are on the rolls 3,000 children belonging to this tribe. The work of organizing these

schools began about two years ago. From Agent Army we learn there have been two schools organized which are now in successful operation, with one teacher each, and an attendance of about thirty pupils each. One of these schools has for its object education in the English language, and is attended by both Mexicans and Indians; the other school is industrial, and is doing much towards giving practical experience relative to agriculture and the mechanic arts. There are some thirty pupils who can read in the First Reader. Other schools are about being established, and will be increased in numbers as required by treaty stipulation as fast as parents can be induced to send their children, until schools are provided for the whole number.

LEGISLATION NEEDED.

It is much easier to find fault than to carry out systems of schools already established, and much more difficult to glean the essential provisions of the American systems than to practically adapt them to the peculiarities of New Mexico. However well planned a school system, it is a work of time to make it effective under favorable circumstances, and much more so with a people so very generally unused to school systems of any kind. It is not worth while, however, to despise the day of small things, but better to take encouragement, so long as progress is apparent, and to push on. To this end there is need of further legislation.

First. An increase in the salary of the superintendent of public instruction, with such qualifying clauses as would secure experience and competency, to the end that modern free schools may be established on a permanent basis.

Secondly. Vesting such superintendent with discretionary power and authority in details of organizing the schools, of reports to be made, and in the qualification of teachers.

Thirdly. Legislation that will authorize the organization of school districts where there is sufficient population, insuring to them an equitable share in the school fund, and the granting to them the power of voting local taxes for the purpose of building school-houses, purchasing furniture and apparatus, and the supplying of any deficiency in the public school fund necessary to the securing an efficient free public school for ten months of the year.

Fourthly. A normal school for the education of teachers, located at some central point, and working on the model of those in Illinois, Wisconsin, or other of the States in which the greatest progress in free schools has been made.

Fifthly. It should be made the duty of chief school officers to look well to the standard of qualification of teachers, including morals, intelligence, and experience, and to admit no teacher unless he or she be unexceptionable in morals and amply advanced in other essentials to meet the demands of the school in which employment is to be given. To this end competent school officers should be designated by law to frequently visit the schools and to make examinations and report on the progress made. Teachers should be held to a strict accountability; and, we repeat, morality should constitute a distinct factor in their composition.

Sixthly. Girls should have equal chances in every particular with boys in school advantages.

IMPROVEMENTS NEEDED.

The schools are embarrassed for want of suitable accommodations. Chief of these is the want of proper school buildings, furniture, and apparatus. While probably more schools have been started than are made efficient with the school fund at hand, there are still in the Territory nearly twice as many children without the advantages of schools as there are children on the school rolls. The remedy for this will be found in a more faithful assessment and collection of taxes, and an equitable distribution of the school fund, accompanied by the right to vote an additional local tax. Evening schools might be made advantageous for adults in the towns and neighborhoods when the population is sufficiently numerous. Parents could do a good service by visiting the schools, and thus lend encouragement by their presence and afford themselves an opportunity to judge understandingly of the efficiency of the teacher, who holds so intimate a relation to the future well-being of their children. Many boys of a tender age are kept employed as herders and in other occupations during the summer months when they should be attending school. Good public schools are a necessity in every community from whatever stand-point viewed. If the Territory is to be made to keep pace with the enterprise and progress of the day, certainly we must have such schools. Immigration, skilled labor, and capital cannot be expected to any considerable extent where they do not exist.

SCHOOLS OF MINES.

The great variety and richness of the mineral deposits and the immensity of wealth in these latent resources should long since have prompted the establishment of one or more schools of mines in the Territory. No country affords a better opportunity for the practical study of mineralogy, and no country would receive a greater proportional benefit from the establishment of such schools. The interests involved would seem to make them worthy of favorable consideration by the legislature.

During the past year two public school-houses have been added, at an expense of \$1,500 and \$500 respectively.

Not to exceed one-quarter of the schools rise above primary instruction.

The highest wages paid teachers from the public fund is \$50 per month. In a few instances this amount is increased by private subscription. The lowest wages paid is \$10 per month. The school terms for the year vary from one month to twelve months.

GIRLS NOT ADMITTED.

Girls are not generally admitted to the public school. This arises from a belief quite generally prevailing in the Territory that there should be separate schools for girls, and not from indisposition to provide for them. In Mora County, if we are correctly informed, separate schools have been established for girls. Girls are also provided for from the public funds wherever the schools of the Sisters of Loretto have been established. Mixed schools are the rule in Colfax and Grant Counties, and it is possible there are other mixed schools in the Territory of which we have no knowledge.

Speaking of this class of schools, Jean Paul Richter says: "To insure modesty, I would advise the educating of the sexes together; for two boys will preserve twelve girls, or two girls twelve boys, innocent, amid winks, jokes, and improprieties, merely by that instinctive sense which is the forerunner of matured modesty. But I will guarantee nothing in a school where girls are alone together, and still less where boys are."

SCHOOL FINANCES.

The amount of the available public school fund for the last year, gleaned from the reports of all but two counties, is \$23,523.34, being about \$1,200 less than the amount reported for the whole Territory last year. It would seem that, under the greatly-reduced exemptions and the stringent law of 1874 for the collection of taxes, the available school fund should be considerably more than that of the year previous. Thus, on examination of the assessment-roll, we find the whole amount of the assessment for 1874, for both real and personal property, after deducting exemptions and including the county of Lincoln as assessed in 1872, amounts to \$7,603,772, (an assessment, by the way, less than one-third the amount that it should be, as we are credibly assured, and considerably less than one-half the amount of the assessed valuation of the Territory of Colorado before there was a railroad within its bounds.)

One-quarter of 1 per cent. being the amount of the property tax for school purposes, the amount under the above assessment should be.....	\$20,079 55
Taking the number of votes polled at the last general election, being some 25 per cent. less than the actual number of voters in the Territory, as the amount practicable to collect, we should have from this source for the school fund.....	17,092 00

Amount of school fund if all collected.....	37,171 55
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Thus the school fund for 1874 is \$9,500 less than it should be under a very low assessment. The collection of revenue by tax on real property, like the school law, is new; indeed, was enacted at the same session as the latter; and also, like the school law, will probably require a little time to secure its approximately-thorough working. Hence, we have a right to expect the school revenue to increase from year to year. If Colorado, with a population of 39,864, before railroads had reached the Territory, had an assessed valuation of over \$16,000,000, we are certainly within the bounds of probability to estimate the assessable value of property, real and personal, in New Mexico, with a present population clearly over 100,000, at \$25,000,000. If such estimate be correct, and who has a right to question its correctness; if New Mexico is entitled to become a State and is capable of maintaining the expense of a State of the Union, as her people generally believe the fact to be—we say, if such estimate be correct, the school fund of New Mexico to-day should be \$80,000, in place of the insignificant amount now paid into the treasury for that purpose. That it is destined to reach that amount, and more, in a very few years, under the present percentage, we hardly think will be seriously disputed. Manifestly, there has been a neglect, if not an absolute dereliction of duty, on the part of the revenue officers of the Territory.

The disbursements of the school fund of the Territory are as follows:

School-house and grounds, Santa Fe.....	\$1,500 00
Paid for rent of school-rooms.....	1,443 50
Teachers' wages.....	18,639 35
Per diem of school board, (an illegal charge, as will be seen by reference to law of 1874).....	656 50
Books, furniture, and incidental expenses.....	2,405 72

Total disbursements.....	24,645 07
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Rent of school-rooms, school furniture, and incidental expenses are in very many cases either donated by individuals or paid by local subscription.

W. G. RITCH.

LIST OF SCHOOL OFFICIALS IN NEW MEXICO.

Hon. W. G. RITCH, *secretary of the Territory and ex officio superintendent of public instruction, Santa Fé*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Bernalillo.....	Mariano S. Otero.....	Albuquerque.
Colfax.....	E. F. Mezeck.....	Cimarron.
Dona Ana.....	Pablo Melendres.....	Mesilla.
Grant.....	John A. Ketcham.....	Silver City.
Lincoln.....	L. G. Murphy.....	Lincoln.
Mora.....	Dolores Romero.....	Mora.
Rio Arriba.....	Juan Garcia.....	Plaza Alcalde.
Santa Ana.....	Andres C. de Baca.....	Peña Blanca.
Santa Fé.....	G. Ortiz y Alarid.....	Santa Fé.
San Miguel.....	Lorenzo Lopez.....	Las Vegas.
Socorro.....	Matias Contreras.....	Socorro.
Taos.....	Aniceto Valdez.....	Fernandez de Taos.
Valencia.....	Manuel A. Otero.....	Tome.

UTAH.

STATISTICAL SUMMARY FOR 1874.*

RECEIPTS.

From State tax.....	\$15,000 00
From local tax.....	18,883 00
Total from taxation.....	33,883 00
From rate-bills.....	75,953 70
Total.....	109,836 70

EXPENDITURES.

Salaries of teachers.....	90,953 70
Expenditure in the year per capita of school population.....	4 12
Expenditure in the year per capita of pupils enrolled.....	7 76
Expenditure in the year per capita of average attendance.....	10 66
Amount of available school fund.....	15,000 00

SCHOOL POPULATION AND ATTENDANCE.

Number of youth in the Territory 4 to 16 years of age.....	33,164
Males.....	16,635
Females.....	16,529
Number enrolled in schools during the year.....	17,742
Average daily attendance.....	12,916

SCHOOLS.

Number of school-rooms, exclusive of those used only for recitation.....	260
Average duration of school in days.....	134

TEACHERS AND THEIR PAY.

Number of teachers employed in public schools, (males 209, females 189)...	398
Number of teachers necessary to supply the schools.....	260
Average monthly salary of male teachers.....	\$40 00
Average monthly salary of female teachers.....	16 00

SCHOOLS OTHER THAN PUBLIC.

Pupils attending schools corresponding to public ones below high schools— males.....	579
Pupils attending schools corresponding to public ones below high schools— females.....	685

ELEMENTARY INSTRUCTION.

HINDERANCES.

In explanation of the comparative brevity of his report, Superintendent Riggs writes: "In consequence of the lack of a State government, we labor under great difficulties. We have no public lands. We should have free schools, but the argument offered against that is, that they cannot be supported until we get a State government, and get the use of the public lands set apart for school purposes. The educational interests are looking up in Utah, and I think we will soon put on a more beautiful garment than now."

STATISTICS.

The report of 1873 gives 27,723 as the number of children in the Territory between the ages of 4 and 16 years. In 1874, there are reported 33,297, which shows an increase of 5,574. To educate these 33,297 children, there has been paid in private tuition \$75,953.70, and territorial appropriation \$15,000, which make \$90,953.70, or \$2.73 per scholar. As only 46.7 per cent., or 15,550, of the school population, are reported as actually attending school, there was \$5.85 for each scholar in attendance.

APPROPRIATION.

The law approved February 20, 1874, appropriating \$15,000 yearly, for the next two years, for the use and benefit of common schools, has accomplished a great amount of

* Report kindly furnished by Mr. O. H. Riggs, territorial superintendent.

good. Though but a small amount, it proved to be a spark from which a flame of interest has been kindled that has never before been witnessed in this Territory. This law requires the trustees of each school district in the Territory to have kept in their respective districts a good school at least three months in each year; a failure to do so disqualifies them from drawing their share of the public moneys. This being required of the trustees, the county superintendents have been enabled to get a more accurate census of the children of legal school age, (viz, from 4 to 16 years of age,) and to procure school reports from nearly all the districts in the Territory, which before was almost impossible.

EXAMINATION OF TEACHERS.

The superintendent of common schools of Salt Lake County states, in his annual report of 1874, that the board of examination has held three public examinations, at which forty-three teachers who were examined received suitable certificates signed by the board, agreeably to Section 11 of "An act providing for the establishment and support of common schools." Previous to the appointment of O. H. Riggs, the present territorial superintendent of common schools, but little attention was paid to the examination of teachers. Soon after his appointment he issued a circular, which was placed in the hands of every school officer in the Territory. The superintendent's most sanguine expectations were surpassed by this move. County courts that had not appointed boards of examination proceeded immediately to comply with this portion of the law, and public examinations were held in every county, and suitable certificates issued to those who were qualified. It has aroused the teachers from a degree of lethargy, and caused them to ask for the establishment of a normal school, that they may become more efficient in the science and art of teaching.

LABORS OF THE SUPERINTENDENT.

The superintendent, accompanied by the business manager of the Utah educational bureau, has visited each school district in six counties, and will continue to visit in the interests of education throughout the Territory, inspecting schools and school property and delivering addresses on educational subjects. He has placed special emphasis upon the necessity of establishing a normal school, and has proposed that each tax-payer contribute the sum of one dollar, to be applied in the erection of a normal school building, which has been well received by the people. He, in connection with the Bureau, has compiled and had printed the school law of the Territory, and placed copies of it in the hands of every school officer and leading man in the community, which will doubtless be of great service.

PRIVATE AND CHURCH SCHOOLS.

The Salt Lake Collegiate Institute, Salt Lake City, (Presbyterian,) reported, in the autumn of 1874, that it had 55 pupils, 30 male and 25 female, under 3 instructors. Thirty-two students were in an English course and 3 in a classical, the others ungraded. Music, vocal and instrumental, was taught.

Rocky Mountain Seminary, Salt Lake City, (Methodist Episcopal,) had, in 1873-'74, a total of 216 pupils, with an average attendance of 180, under 5 instructors. Seven of the pupils were in a classical course and 9 in modern languages. Drawing is taught, as well as vocal and instrumental music. It had also the advantage of a chemical laboratory and philosophical apparatus, valued at from \$400 to \$500.

St. Mark's Grammar School, Salt Lake City, (Protestant Episcopal,) is rather more than its name implies, including primary, grammar, and high school departments. It numbered in 1873-'74, according to written report, 250 pupils—151 male and 129 female—under 12 instructors, of whom 7 were pupil teachers, trained in the school. It had 111 free scholarships, all filled, and 18 free scholars unprovided for.

St. Mark's School for Girls, in the same city, (Protestant Episcopal,) had in that year 97 pupils, all female except 4 little boys in the primary department. It also has grammar and high school grades, with 4 teachers.

The School of the Good Shepherd, Ogden, (Protestant Episcopal,) had, in 1873-'74, primary and grammar departments, with 125 pupils—55 male and 70 female—under 3 teachers. Modern languages, drawing, and music are taught.

St. John's School, Logan City, (Protestant Episcopal,) had, for the same year, 49 pupils—29 male, 20 female—under 2 teachers. It had primary and grammar departments, and the children were practiced daily in vocal music.

SECONDARY INSTRUCTION.

In at least three of the private and church schools just referred to, pupils are under instruction in high school and classical departments, but how many are thus engaged, or to what extent their studies reach, only partially appears.

Of the 179 students in the preparatory department of the University of Deseret, there is no such information as to enable one to judge how far they have advanced.

SUPERIOR INSTRUCTION.

The University of Deseret appears to have, thus far, no real collegiate existence, there having been no students sufficiently advanced to enter on a college course. It has its curriculum, scientific and classical, arranged, and its preparatory school in operation, but some time must yet elapse before it can have its college classes.

Statistics of the University of Deseret.

Name of university.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship-funds.	
University of Deseret	8	....	179	.....	.....	.....	.....	\$2,880	\$2,500	.....	2,300

LIST OF SCHOOL OFFICIALS IN UTAH TERRITORY.

Hon. O. H. Riggs, *territorial superintendent of common schools, Salt Lake City.*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Beaver	John P. Lee	Beaver.
Box Elder	A. Christensen	Brigham City.
Cache	Samuel Roskelley	Smithfield.
Davis	Jacob Miller	Farmington.
Iron	W. C. McGregor	Parowan.
Juab	T. B. Lewis	Nephi.
Kane	Martin Slack	Toquerville.
Millard	E. M. Webb	Fillmore.
Morgan	J. R. Porter	Porterville.
Piute* .....	.....	.....
Rich	W. P. Nebeker	Laketown.
Salt Lake	O. H. Riggs	Salt Lake City.
San Pete	William T. Reid	Manti City.
Sevier	Hans P. Miller	Richfield.
Summit	C. T. Mills	Coalville.
Tooele	A. Galloway	Tooele.
Utah	W. H. Dusenberry	Provo.
Wasatch	Thomas H. Giles	Heber City.
Washington	J. E. Johnson	St. George.
Weber	W. W. Burton	Ogden.

* County abandoned in consequence of Indian hostilities. Settlers returning.

WASHINGTON.

STATISTICAL SUMMARY, 1874.*

RECEIPTS.

Total receipts for school purposes \$39,294

SCHOOL POPULATION AND ATTENDANCE.

Number in Territory, of legal school-age—4 to 21—about 11,937
 Number enrolled in schools during the school year about 7,592

SCHOOLS.

Number of school-rooms, exclusive of those used for recitation 225
 Average duration of school in days 165

TEACHERS.

Number of teachers necessary to supply the public schools 117

In reference to the above statistics of the schools, superintendent Judson writes: "I have been striving hard to collect the information you desire, and have put off writing from time to time, hoping the county superintendents would respond to my circulars, but the superintendents who have responded have done it so imperfectly that I am not much better informed now than I was when I commenced."

The superintendent estimates the number of school population, attendance, &c., in the three counties which failed to make any report to him, which figures are included in the above.

ELEMENTARY INSTRUCTION.

No territorial report is at hand from Washington Territory for 1874, reports there being made biennially.

Rev. George H. Atkinson, D. D., of Oregon, an intelligent correspondent of this Office, having returned from a visit to the Territory, writes, December 31, 1874, of the schools at Seattle, that, according to a recent census report, there were in that city 560 children of legal school-age—4 to 21—50 per cent. of whom were enrolled in public schools, besides 42 in the university, which is also free, and a few more in two private schools, showing a fair interest in the cause. The city free schools are kept nine months of the year, and there are one or two county free schools that are kept two terms, or 6 months. Others are only in operation three months. The city and county are reported as "steadily gaining in population and wealth." The free schools of Seattle employ six teachers—one male and five females—divided into four grades, averaging two classes each, and occupying three buildings, a central and two outside, the first for grammar and higher grade, the others for primaries.

In respect to the Olympia schools, the same correspondent wrote, in August, 1874, that the citizens had formed a joint-stock company for the erection of a large, cruciform school-building, all the school-rooms being crowded. In November the building was reported almost done. The schools of the city were at that time opening with rather increased numbers, but the existence of two districts was not favorable to the efficiency of the system. There were three schools in the city, under the supervision of Professor Hall, principal of the high school. The female seminary had closed.

The citizens of Tacoma, headed by the superintendent of the Northern Pacific Railroad, were, in August, moving to erect a large school-house, suitable for a graded school, the idea being to establish a better style of education than prevails in neighboring districts, and thus attract immigration. "Good schools here," says Mr. Atkinson, "are a speculator's argument to advance the price of city lots, and the tendency of sentiment is to free schools as best for the people."

"No teachers' institutes," says Dr. Atkinson, "have been held in the Territory during the year, so far as I can learn."

SUPERIOR INSTRUCTION.

TERRITORIAL UNIVERSITY, SEATTLE.

The location, at Seattle, on Elliot Bay, is easy of access and noted for its healthfulness and beauty of scenery. The university buildings are said to be fine and com-

*Returns to Bureau of Education for 1874, from Hon. J. P. Judson, territorial superintendent of common schools.

modious and the grounds spacious. Young men and women are admitted on equal terms. Rev. G. F. Whitworth is president. There are preparatory, academic, and collegiate departments.—(Circular of the university, 1874.)

Statistics of a university and college, 1874.

Name of university and college.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship-funds.	
Holy Angels' College.	3			56							500
Washington Territorial University.	3		50		\$50,000	\$15,030	\$2,000				125

LIST OF SCHOOL OFFICIALS IN WASHINGTON TERRITORY.

Hon. J. P. JUDSON, *superintendent of common schools, Olympia.*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Chehalis.....	Sherman Eaton.....	
Clallam.....	G. B. Hotchkiss.....	
Clarke.....	A. S. Nicholson.....	
Cowlitz.....		
King.....	George F. Whitnorth.....	
Kitsap.....		
Klickitat.....	J. S. Burgen.....	
Island.....	Eason B. Ebey.....	
Jefferson.....	P. E. Hyland.....	
Lewis.....	C. P. Irvis.....	
Mason.....	John Campbell.....	
Pacific.....	M. S. Griswold.....	
Pierce.....	John V. Meeker.....	
Skamania.....	John W. Brazee.....	
Snohomish.....	William H. Reeves.....	
Stevens.....	Moses Drepreis.....	
Thurston.....	D. R. Biglow.....	
Walla Walla.....	A. W. Sweeney.....	
Waukiakum.....		
Whatcom.....	F. F. Lane.....	
Whitman.....	Jackson Eads.....	
San Juan.....	William Bell.....	

WYOMING.

In answer to inquiries, the Hon. John Slaughter, superintendent of public instruction for this Territory, gives, as the only information he can furnish, the following

STATISTICAL SUMMARY, 1874.

SCHOOLS AND SCHOOL DISTRICTS.

Whole number of school districts.....	14
Whole number of public school-houses.....	10
Aggregate value of public school-houses and furniture	\$31,600

TEACHERS AND TEACHERS' PAY.

Whole number of teachers employed in 1874	20
Whole number of male teachers.....	5
Whole number of female teachers	15
Highest wages paid per school year of ten months	\$1,600
Lowest wages paid per school year of ten months	600
Average wages paid per school year of ten months	850
Average wages per month	85
Whole amount paid teachers in 1874.....	14,200

SCHOOL ATTENDANCE.

Whole number of scholars enrolled in public schools	1,000
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LIST OF SCHOOL OFFICIALS IN WYOMING TERRITORY.

Hon. JOHN SLAUGHTER, *superintendent of public instruction, Cheyenne City.*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Albany.....	N. L. Andrews	Laramie City.
Carbon.....	R. S. Kinney.....	Ft. Steele.
Laramie.....	F. W. Hillard.....	Cheyenne.
Sweetwater.....	Charles Washington.....	Atlantic City.
Utah.....	S. R. Temple	Evanston.

EDUCATION AMONG THE INDIANS.

Progress is evident in this direction. The policy of concentration, though hindered by the nomadic and predatory character of most of the Indians affected thereby, is producing the results which were expected. The massing of the tribes and bands together, as well as the feeding of them by the Government, begins to teach them the inutility of warfare among themselves, or of hostility towards the whites—a continuance in such courses resulting, as it does, in depriving them of the rations to which they are becoming accustomed, and in some notable instances bringing about the disarming and dismounting of bands whose predatory habits could be prevented in no other way.

But the benefit which is most observable is an enlargement of educational interest and facilities, and a visible industrial improvement. The following table and summaries, compiled from the returns made to the Bureau of Indian Affairs, illustrate this:

Table of education and industry.

State or Territory.	Number of reservations or agencies.	Number of tribes or bands.	Total number of Indians.	Number of school-buildings.	Number of schools.	Number of teachers.	Number of scholars.		Number of Indians who can read.	Number who have learned to read during the year.	Number of missionaries.	Amount contributed during the year.	Number of church-buildings.	Number of church-members.	Number who have learned trades during the year.	Number of Indians who wear citizen's dress.
							Males.	Females.								
New York.....	8	12	5,140	86	30	31	755	663	446	35	10	\$757 50	12	.....	.....	4,000
Wisconsin.....	2	9	4,321	10	11	20	352	242	5	3	22	9,300 00	3	.....	.....	.....
Iowa.....	1	.....	4,338	.....	.....	1	11	3	.....	.....	11	.....	.....	.....	.....	.....
Michigan.....	3	6	5,921	38	38	30	408	450	1,041	964	20	4,000 00	13	5,728	.....	125
Minnesota.....	2	16	7,663	4	2	4	46	71	1,110	1	4	1,225 00	2	214	.....	2,450
Nebraska.....	7	8	7,528	16	17	20	401	289	584	81	9	9,150 00	4	1,680	.....	1,273
Kansas.....	3	8	2,016	7	6	7	174	161	368	71	.....	2,893 44	3	307	.....	.....
Do.....	0	3	256	1	1	1	11	5	.....	.....	.....	.....	.....	.....	.....	.....
Indian Territory.....	6	36	76,001	177	172	189	2,321	2,406	348	44	15	3,708 15	61	3,870	6	1,300
Dakota Territory.....	11	27	648,287	20	17	25	304	246	277	12	.....	4,755 00	7	762	10	2,101
Wyoming Territory.....	1	.....	2,007	1	1	1	1	6	11	.....	.....	.....	.....	13	.....	12
Idaho Territory.....	3	12	165,997	4	4	5	74	53	100	60	.....	2,037 00	2	655	.....	500
Montana Territory.....	6	15	48,955	6	4	6	73	55	37	8	8	.....	.....	1,836	12	1,504
Nevada.....	3	7	65,076	2	.....	.....	.....	.....	10	10	.....	.....	.....	.....	.....	900
Colorado Territory.....	2	7	3,763	1	2	2	10	21	.....	.....	.....	135 00	.....	.....	.....	26
Utah Territory.....	1	3	6865	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	60
Arizona Territory.....	7	19	20,077	4	5	0	157	99	53	40	.....	.....	.....	.....	.....	6,090
New Mexico Territory.....	6	12	25,291	1	1	9	7	385	95	25	20	300 00	.....	.....	.....	346
California.....	4	18	79,221	3	5	5	132	121	108	76	.....	.....	.....	931	4	1,507
Oregon.....	8	25	95,636	8	7	10	130	72	120	2	.....	.....	1	1,000	6	2,925
Washington Territory.....	15	33	13,777	9	9	18	112	99	323	136	9	725 00	10	5,464	30	8,079
Indians in other States.....	.....	.....	2,350	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

a 7,000 Indians not under agent.

b 1,000 Indians not under agent.

c 3,149 Indians without agent.

d 390 Indians without agent.

e 930 Indians without agent.

f 7,000 Indians without agent.

g 2,500 Indians without agent.

STATISTICAL SUMMARY.

The following recapitulation gives, in addition to the totals of the preceding table, those which relate to area of reservation, industry of, and property owned by, the Indians:

Number of Indians in the United States, exclusive of those in Alaska.....	275,003
Number of school-buildings upon Indian reservations.....	232
Number of schools upon Indian reservations.....	345
Number of scholars: males, 5,797; females, 5,161.....	10,958
Number of teachers.....	407
Number of Indians who can read: adults, 1,392; youths, 2,616.....	4,003
Number of Indians who have learned to read during the year.....	961
Number of missionaries among Indians.....	111
Amount contributed by religious societies:	
For education.....	\$11,334 15
For other purposes.....	25,530 04
Number of church buildings.....	123
Number of church members.....	21,596
Number of Indians who have learned trades during the year.....	91
Number of Indians who wear citizens' dress.....	43,953
Size of reserve in acres.....	145,733,260
Number of acres tillable.....	4,368,597
Number of acres, wooded.....	7,807,970
Number of acres, grazing.....	18,505,096
Number of acres valueless.....	16,865,245
Number of acres cultivated by the Government during the year.....	6,810
Number of acres broken by the Indians during the year.....	26,779
Number of acres broken by the Government during the year.....	2,909
Number of acres cultivated by the Indians during the year.....	317 213
Number of acres under fence.....	63,156
Rods of fencing made during the year.....	589,188
Indians engaged in agriculture.....	43,963
Indians engaged in other civilized occupations.....	2,267

The total product for 1874 of Indian industries, so far as they can be ascertained, is as follows:

Produce raised by them:

Wheat, bushels.....	264,295
Corn, bushels.....	171,565
Potatoes, bushels.....	346,919
Turnips, bushels.....	16,287
Onions, bushels.....	2,519
Beans, bushels.....	14,620
Hay cut, tons.....	160,082

Stock owned:

Horses.....	336,936
Mules.....	1,593
Cattle.....	329,602
Hogs.....	443,963
Sheep.....	144,408

Feet of lumber sawed.....	8,702,975
Cords of wood cut.....	46,451
Value of furs sold.....	\$815,618
Number of houses occupied by Indians.....	18,179
Number of houses built during the year.....	1,017

COMPARISONS AND PROPORTIONS.

It will be seen by the foregoing that the proportion of scholars is about one in every twenty-six of the whole Indian population, an increase in the last two or three years of at least two-fifths. The same average increase is perceived in the number of those who can read and write, while the proportion to the whole is larger of those who have learned to read during the past year. There is a decided increase in the number of Indians who wear citizen's dress, a proof of their adopting civilized habits; and the statistics given do not show all of those who so accept the situation. For instance, under the head of "Indian Territory," only 1,300 are recorded as wearing the dress of citizens. In fact, this has reference only to one tribe—the Osages—whose settlement in that Territory has been followed by their almost entire abandonment of nomadic habits and costume. The civilized nations who have been so long settled in the fertile region lying between Texas, Kansas, and Arkansas long since discarded the blanket, and for

a generation or more past have dressed in the ordinary clothing of the frontiersman. They number about 66,000 persons, so that it may be fairly claimed that 100,000, or over one-third of the entire Indian population, are clothed in the ordinary garb of the white man.

Of the several bodies of Indians indicated in the foregoing table, those in New York show the largest proportion of school attendance to population, being 1.418 in a total of 5,140, or more than one in four. These Indians have the advantage of the common schools of New York State, their reservations being districted for that purpose, besides having access to special institutions established for their benefit. Excluding New York, the average school population among the Indians living east of the Mississippi River is as follows: total Indians, 18,505; scholars, 2,599; being about one in seven and one-seventh of the whole.

Leaving out the wilder tribes, which have scarcely been brought under civilizing influences, and estimating them at 10,000, we have in the Indian Territory 66,000 persons, with a total reported school attendance of 4,727, or about one in fourteen. This disproportion should be largely reduced, as, in fact, no returns have been received from two of the larger nations. In all probability, the real proportion of at least partial school attendance during the past year has been among them as one in eleven of the whole population. This is not as creditable to those wealthy communities, which are able to do so much for themselves, as there is good reason to expect.

Kansas and Nebraska show very well. With a total Indian population of 9,544—a portion of which, the Pawnees, being in process of removal to the Indian Territory—they show a school attendance of 1,025, or more than one in nine. These figures do not fairly present their progress, as much of the educational influences they are now feeling come through missionary and other religious channels. For instance, seven church buildings are reported, with 1,987 communicants, while there are 4,723 who wear citizen's dress.

The Pacific coast Indians (Washington, Oregon, and California,) number 28,624. Of this total there are 9,500 not under any agent. In California a considerable number are resident in and about the Catholic missions, being under the control of the priests thereof. The school attendance is stated at 656, being only one child in every forty-two of the total number. In all other respects the average is about the same. Yet these Indians are peaceable and quite industrious. The position in other sections is hardly worthy analysis, the totals are so small.

The report of the Commissioner of Indian Affairs for 1874 gives an interesting

"CENSUS OF THE TRIBES BY CLASSES.

"In the first class are enumerated 98,108, who may be catalogued as follows: 46,663 out of about 53,000 Sioux; 420 Mandans; 1,620 Gros Ventres; 4,200 Crows; 5,450 Blackfeet, Bloods, and Piegiens; 6,153 Utes in Colorado and New Mexico; 9,057 Apaches in New Mexico and Arizona; 2,000 Navajoes in New Mexico; 4,975 Kiowas and Comanches in Indian Territory; 6,318 Cheyennes and Arapahoes in Indian Territory, Wyoming, and Dakota; 5,352 Chippewas in Minnesota, Wisconsin, and Michigan; 300 Nez Percés in Idaho; 1,600 Shoshones and Bannacks in Wyoming; 1,000 Shoshones and Bannacks in Oregon.

"The second class, to the number of 52,113, is summed as follows: 5,769 Chippewas and Menomonees in Minnesota and Wisconsin; 338 Sacs and Foxes in Iowa; 4,622 Sioux, 730 Poncas, and 975 Arickarees in Dakota; 3,289 Pawnees, Omahas, Otoes, and Sacs and Foxes in Nebraska; 1,829 Flatheads in Montana; 2,700 mixed Shoshones, Bannacks, and Sheep-Eaters in Idaho and Wyoming; 1,200 Nez Percés in Idaho; 355 Kickapoos, 365 Kaws, 345 Comanches, and 2,372 Osages in the Indian Territory; 1,200 Pi-Utes on reservations in Nevada; 575 Utes in Utah; 1,900 Mojaves, Chimehnevas, and Hualapais in Arizona; 9,068 Navajoes in New Mexico, and 15,056 among the different tribes in Washington Territory, Oregon, and California.

"The third class, numbering 100,085, includes 5,140 Senecas and other Indians in New York; 11,774 Chippewas and other Indians in Michigan, Wisconsin, and Minnesota; 2,780 Sioux at Sisseton, Santee, and Flandreau agencies; 226 Iowas and 1,785 Winnebagoes in Nebraska; 750 Pottawatomies and Kickapoos in Kansas; 500 Osages, 16,000 Choctaws, 13,000 Creeks, 6,000 Chickasaws, 2,435 Seminoles, 17,217 Cherokees, and 4,141 belonging to smaller bands, in the Indian Territory; 1,000 Eastern Cherokees in North Carolina; 1,307 Nez Percés in Idaho; 5,122 Yakamas and others in Washington Territory, and 10,905 Pueblos in New Mexico and Arizona.

"Within the third class, modified somewhat, might be included 4,500 Pimas and Maricopas, and 6,000 Papagoes, in Arizona, and a majority of the 5,000 Mission Indians in California, all of whom were once citizens under the Mexican government, and all receiving no governmental aid beyond the care of an agent and a small disbursement for educational purposes; and if at any time during the last generation it had been possible for them to have received suitable lands in severalty, they would now be in as tolerable a condition of comfort as most of their white neighbors.

"A fourth class of roamers and vagrants might be enumerated, consisting of 600

Winnebagoes and Pottawatomies in Wisconsin; 250 Sacs and Foxes in Kansas, known as Mokohoko's band; 6,000 Shoshones, and others, in California; 2,500 Indians on the Columbia River; 1,945 Western Shoshones in Nevada; 3,221 Utes in Nevada, Utah, Colorado, and Arizona; 2,420 Yumas, and others, in Arizona, and 500 scattered Indians in North Carolina, Tennessee, Georgia, Florida, and Texas."

SUMMARY REVIEW OF THE CONDITION OF THESE CLASSES.

In order to clearly apprehend, not so much the past and present progress achieved, but what is more important, that which the near future holds out, it will be worth while to briefly state what the officers in direct relations with the Indians believe to be the situation.

With regard to the wild tribes, communications between them have been almost severed; they no longer roam at will over large areas; are most directly under the observation of military forces; are becoming accustomed to being fed, which removes one and a chief inciting cause of nomadic life and predatory warfare from the path. Firmness and a gradual but greater concentration of the different nations will soon bring them into the second class. At present it is believed that a general Indian war could not be inaugurated, for not over five hundred warriors would be able to get together in any one place. These facts point the way to appreciable results at a not distant day.

The Indians embraced in the second class have broken away from most of their old practices, and are coming directly under religious and other elevating influences. For this class a large increase of school facilities and generous assistance in furnishing teachers of trades and agriculture are needed.

The civilized class, as they may fairly be termed, are not making that rapid progress at present which might justly have been expected from their past history. The reasons are obvious. Their tribal conditions—common ownership of the land, want of judicial and civil authority, &c.—are not only in the way of better assimilation, but are in fact used by the better-educated leaders among them to keep them in dependence on their authority. Each class is at present, as such, opposed to change, and so neither the communal nor individual system of citizenship is allowed fair opportunity to work out its proper results.

INDUSTRY AMONG THE INDIANS.

An interesting inquiry has been made during the past year as to the number of Indians performing manual labor on their own land and for others and as to those who have different occupations. Industry and education go side by side, especially with a race whose life has been and now is entirely of an objective character. Under the direction of the board of Indian commissioners, a circular* was sent to a large number of persons—agents, teachers, missionaries, and others, like Bishops Hare and Whipple, Senator Howe, &c.—whose lives and experience have led them to a knowledge of the Indian character and habits. The character of the replies can be seen from the following extract of a letter written by Richard Chute, esq., of Minnesota. He says:

*BOARD OF INDIAN COMMISSIONERS,
Washington, D. C., August 10, 1874.

DEAR SIR: The board of Indian commissioners invites your attention to the following extract from the laws pertaining to the administration of Indian affairs:

(Act of June 22, 1874.)

"SEC. 3. That, for the purpose of inducing Indians to labor and become self-supporting, it is hereby provided that, in distributing the supplies to the Indians for whom the same are appropriated, the agent distributing the same shall require all able-bodied male Indians between the ages of 18 and 45, to perform service upon the reservation, for the benefit of themselves or of the tribe, at a reasonable rate, to be fixed by the agent in charge, and to an amount equal in value to the supplies to be delivered. And the allowances provided for such Indians shall be distributed to them only upon condition of the performance of such labor, under such rules and regulations as the agent may prescribe: *Provided*, That the Secretary of the Interior may, by written order, exempt any particular tribe from the operation of this provision where he deems it proper and expedient."

The commissioners are seeking full information relative to the following subjects, and will thank you for an early reply to their inquiries:

1. To what extent have the Indians under your supervision been engaged in manual labor? How have they been employed, and with what results?

2. To what extent is it practicable, with your present facilities, to increase the employment of Indian labor in the cultivation of lands or otherwise on your reservation?

3. Are the Indians of your agency employed as laborers outside the reservation? If yes, to what extent; and what progress have they made in civilization in comparison with those who have remained on the reservation?

4. In your judgment, what means will the soonest bring all able-bodied Indians of your agency into a condition of self-support?

Your reply to the foregoing inquiries, together with such general suggestions touching measures for the promotion of the welfare of the Indian as you may choose to make, will be gratefully received by the board of Indian commissioners.

Please address Hon. F. H. Smith, secretary of the board, Washington, D. C.

Very respectfully, your obedient servant,

CLINTON B. FISK, *Chairman*.

"We must build on the ideas of the Declaration of Independence and the amended Constitution, and proceed to sectionalize and divide all reservations. Give the adult Indian the right to select one hundred and sixty acres of land where he chooses for a homestead, either on or off his present possessions, and in the patent specify that it is inalienable for, say, thirty years. Abolish his tribal relations, and deal with him as an individual. Let us have no more removals; abandon the plan of isolation with the hedging-in policy; don't treat the Indian as a pariah, but give him the full protection of law, and make him amenable thereto. Compound all food and money annuities for annuities of clothing, articles of husbandry, seeds, &c.; make a civilization fund, which shall be expended under the auspices of the several religious organizations of the land, supervised by a board of Indian commissioners, and teach him that, next to the Gospel, the greatest boon which he can receive at the hands of the white man is to be made a civilized citizen of the United States, and share with us the duties and privileges of its Government. When you do this, you have solved the Indian question."

The result of these inquiries is summed up as follows: Thirteen thousand of those residing east of the Mississippi are reported as industriously laboring in various occupations; about sixty-five thousand are employed in the Western Mississippi Valley, chiefly at farming and herding. In the Southwest and central Territories and States—New Mexico, Arizona, Colorado, Utah, Nevada, and California—about eleven thousand, out of about sixty thousand, are at work. In New Mexico and Arizona, silk and woolen goods are manufactured. In the Northwest, not over one-eighth, or six thousand, are steadily at work. The total estimate of those who may be classed as laborers is about ninety-five thousand.

EAST OF THE MISSISSIPPI.

NEW YORK INDIANS.

The agent says, of the condition of the schools among the confederated nations there, that the average attendance during the year has been 908, an increase of 97 over that of 1873. The number of schools is 30, length of term 32 weeks, and enrollment 1,418 out of a school population of 1,870. Twelve of the teachers employed are Indians. The Friends maintain a boarding school adjoining the Allegany reservation, at which, during the year, there has been an average attendance of twenty-five scholars. A teachers' institute was held on the Cattaraugus reservation during August, 1874, at which 36 teachers were in attendance. The Thomas Orphan Asylum is maintained by appropriations of the General and State Governments, the cultivation of the farm attached thereto, and by amounts given by the Indians. It is an excellent manual-labor and boarding school, and over one hundred children are now kept there.

MICHIGAN.

The Ottawas and Chippewas, 6,170 in number, hold their lands in fee-simple, are no longer under tribal relations, are self-supporting, and exercise the rights of citizens. They have done well in agriculture, but have had only one small district school in operation during the past year. They are as yet unable to support schools themselves, and, since the dissolution of their tribal character, have received no outside assistance.

The L'Anse Chippewas of Lake Superior, numbering 1,118, have two day and two night schools, with 226 scholars, and also two mission-schools. The Chippewas of Saginaw, Swan Creek, and Black River, 1,575 in all, have ten schools, three supported by the Government and seven by the Indians, which were attended by 283 pupils. The Huron Pottawatomies, 60 in number, maintain a good day school, which nearly all their children attend.

WISCONSIN.

The Green Bay agency has three tribes under its care: the Oneidas, Menomonees, and confederated Stockbridges and Munsees, numbering 3,000 in all. Five schools are organized, two being mission; the enrolled pupils are 331 and the average attendance is 142.

La Pointe agency has seven bands of Chippewas, located in Wisconsin and Minnesota, under its charge. They number 4,999; are prosperous and industrious. Two schools, day and night, with 105 pupils, are well cared for and attended. At the Bad River reservation there is a manual-labor boarding school, in which 26 pupils are cared for and taught; two other schools, day and night, have been sustained, with 145 pupils. The superintendent says that within two years and a half the children have shown great progress. They then came wild from the woods; now, many write intelligent letters and read well. They work in the household and on the farm, and do well. He says:

"Next to the manual-labor boarding school in exerting a civilizing and elevating influence, stands the day school. This, with us, has been a more marked success than such schools on some other reserves.

"Besides the day school, we have also tried a night school during the past winter, which met with great acceptance, particularly among those young men who are obliged to labor hard all day. From early in November, up to the time of their moving to their sugar bushes, the night school was their favorite place of resort; and not only young

men, but even some well advanced in life, were quite regular in their attendance and assiduous in their efforts to acquire knowledge. Of the good effects of this night school I can scarcely speak too highly."

The Chippewas of Lac Court d'Oreilles, Fond du Lac, Grand Portage, Lac de Flambeau, and Bois Forte number in all 3,536. They have among them six schools and about one hundred and fifty pupils. Very little had been done before 1873 for their advancement, but the first and last named bands are doing very well. The mission school at the Bad River reservation is mainly supported by the Presbyterian Board of Foreign Missions.

MINNESOTA.

The Indians in this State are all Chippewas, and number 7,663. They are under charge of three agencies: White Earth, Leech, and Red Lake. Several bands are living at other points, but gradually all are being concentrated at the points named. At White Earth there are four school-buildings, 146 Indian houses, several workshops, and houses for employes. Three years ago those gathered here were nearly all blanket Indians. Three schools are now under way, and there is an excellent Episcopal Church building and a congregation of two hundred members. The Bishop Whipple Hospital is located here. There is a native presbyter stationed here. The Pembina and Mille Lacs Chippewas are, as yet, quite nomadic in their habits. They work in the lumber camps or fish in the lakes for a living. No schools exist among them.

At the Leech Lake agency there is but little progress. The school is intermittent, industry is feeble, and the Indians are dissipated. The Red Lake agency makes a better report. Manual labor is viewed with less distaste, and some of the chiefs are setting good examples. A comfortable school-house has been completed and occupied by a day-school, with an average of ten or twelve scholars daily, at the last report. The missionary work is being pressed, and some additions have accrued to the church. The Indians offer \$1,000 from their lumber fund towards establishing a boarding school.

CENTRAL MISSISSIPPI VALLEY REGION.

IOWA.

A small band of the Sac and Fox tribe has been wandering in this State. Their numbers, swelled by straggling Pottawatomies and Winnebagoes, are now 338. They hold in fee-simple 419 acres in Tama County. A school is established, but their incorrigible vagabondage prevents this being of very great service.

NEBRASKA.

The Indians in this State are under the control of the Friends and of the Episcopal Church, respectively. They number 7,528, in eight tribes or bands; and, on the whole, these are doing very well. There are 16 school-buildings, 17 organized schools, 20 teachers, and 690 scholars.

The Santee Sioux have a good boarding and manual-labor school, with 3 teachers and 36 pupils; it was put in operation last year. They also have five day schools. The Winnebagoes have also successfully opened a similar institution, calculated to accommodate 80 pupils. They have three day schools in operation, with 147 pupils. There is a good farm attached to the boarding school, which is now being worked by the pupils. The Iowas have adopted citizen's dress, live in good houses, and work well on their farms. It is reported that "in education these tribes are far in advance of most of their race. Out of the 323 Indians, 50 can read in English, and a prosperous school of 52 pupils is maintained, with an average attendance of 48. A Sabbath-school, in which the Indians are much interested, is well attended." There is also an excellent industrial school for orphans, supported by the tribe. The Sacs and Foxes of Missouri are making little progress. The schools among the Omahas are reported to be well attended and the children are making good progress. The Otoes maintain a good day school, which was open last year for ten months, with an attendance of about 25 out of an enrollment of 71. The Pawnees have been breaking up, preparatory to their permanent removal to the Indian Territory. As a result, their schools have not been well attended for several months past. The manual-labor school, with its farm of 25 acres, was quite prosperous during 1874. It provided for 82 pupils. The two day schools had an attendance (not regular) of 75 children during the same period.

A large amount of earnest and successful work has been done among the Indians in Nebraska, not only by the Friends, to whom the selection of the agents is confided, but by the missions of the Protestant-Episcopal and Presbyterian Churches. Industrial schools under their auspices have been started. A good hospital was provided last year for the Santee Sioux, and the church services were fully attended. A flourishing night school and an industrial school for girls have been maintained at this agency. Besides these efforts, the progress in industry has been quite marked on all the reservations.

KANSAS.

The few Indians remaining in this State are fast becoming, like the Wyandottes, Munsees, Ottawas, most of the Pottawatomies, and Shawnees, ready to take their

lands in severalty and lose their tribal identities. The Kickapoos are doing well. They have a good boarding school, with sixty pupils therein; and two churches, under native pastors, have a membership of 135—more than one-half of the tribe.

The Pottawatomies are those known as the "Prairie band." They number 467, and hold their land in common. The balance, 1,400 persons, received their severalty and are now citizens. Quite a large number, however, migrated to Mexico, and, with other "refugee" Indians, have become regular raiders on our borders. Those in Kansas are improving, and are now sustaining, with Government aid, a manual-labor school, with 43 pupils.

THE INDIAN TERRITORY.

This field is the most important, in an educational sense, of any in the Union. It contains six agencies and thirty-six different nations and tribes, numbering over 76,000 persons. The total number of schools reported to the Indian Bureau is, for 1874, 172, with 177 buildings, 189 teachers, and 4,727 pupils. Fifteen missionaries, 61 church buildings, and 3,870 communicants are reported. This, however, is not a full statement, nor does it illustrate fairly the advanced condition of these people, the most of whom live under written constitutions and laws providing for public school systems.

The Quapaw agency is the first to be noted. There are seven different bodies under its direction, representing tribes gathered from New York to California and Oregon, the remnants of the Modocs from the ill-famed lava-beds being the last received here. The total population is 1,271, with a reservation of 201,667 acres, or not quite 164 acres *per capita*. There are three mission schools here on the industrial plan and one day school. The school enrollment reported for 1874 was as follows:

Seneca, Shawnee, and Wyandotte, 84; Ottawa, 34; Quapaw and Modoc, 73; Confederate Peoria, &c., 41—total, 232.

Average attendance was as follows: Seneca, Shawnee, and Wyandotte, 41; Ottawa, 20; Quapaw and Modoc, 50; Confederate Peoria, &c., 20—total, 131.

The agent says:

"The progress of the children in their studies has been very gratifying; as good, as a general thing, as that of white children, taking into consideration that with most of them they have to acquire a strange language as well as their literary attainments. Where tribes have a sufficient school fund, it should be used to its fullest extent for literary and industrial education; and in cases where there are no funds, it will be, in the end, a saving to the Government if it should make ample appropriations for this object. The sooner they are educated and prepared for citizenship, the sooner the expense will cease."

The Sac and Fox agency has three bodies under its control; in all, 1,693. Their reservation contains 483,840 acres, and 1,425 are under cultivation. The Sacs and Foxes have a good manual-labor school, with 23 children in it. There were only 48 of the school age last year on their reservation. The Shawnee day school had an average of 20 scholars.

The Osage agency now has charge of that tribe and the Kaw or Kansas Indians. The Osages number 2,872; the Kaws, 523. The first tribe have a large number of mixed bloods, who are educated and wear the white man's dress, and there are three large bands of full bloods, who are also settled as farmers. Others are improving. Quite an increase of industrious efforts is noted. A manual-labor school, designed for 75 pupils, received 90 during 1874. A mission school is also maintained at the old agency in Kansas, with 35 mixed-blood children in attendance. Some of the boys are learning trades and the girls are instructed in household work. The day school for the Kaws had an attendance of 54 and the building for the boarding-school was completed during the past year.

The Union agency has under its care the four civilized nations of this Territory: the Cherokees, 17,217, (including 1,300 colored citizens of the nation;) the Seminoles, numbering 2,433; the Creeks, about 13,000, (including 2,000 colored;) and the Choctaws and Chickasaws, (confederated,) numbering 22,000, occupy a territory that has a joint area of about 28,000,000 acres, of which about 150,000 are under cultivation.

Their school reports are as follows:

Nations.	Day schools.	Estimated attendance.
Cherokees	*65	1,900
Seminole.....	5	120
Creeks.....	†31	750
Choctaws and Chickasaws	*67	1,650
		4,420

* Seven are for the freed people.

† Five are for the freed people. Three of them, having 200 pupils, are under the charge of missionary teachers.

‡ In this nation several are conducted on the boarding school plan.

The Cherokees maintain a female seminary, with 70 pupils; also an orphan asylum, in which nearly 100 children are provided for. A new building has been erected. Both are supported by the nation and from the interest of trust-funds held by the General Government. The Creeks maintain three good boarding schools, with 120 male and 60 female pupils. There are several well-managed and prosperous schools of a similar character among the Choctaws. The Chickasaws have a plan of "farming out" such schools, which does not increase their efficiency. The freed people among these confederated nations are not in a good condition. Schools at Fort Arbuckle are maintained for their benefit, and they are chiefly settled in that neighborhood.

The Wichita agency has under its charge 1,897 Indians, embracing the affiliated tribes of Caddoes, Delawares, Ionies, Wichitas, Tawacamies, Comanches, and Pawnees; nearly all well-to-do and industrious. They have two schools and buildings, one a day and the other a boarding school. During the past year they had 111 pupils.

The Kiowa agency also embraces control of the Comanches; while the Cheyenne includes the Arapahoes. They have under them 6,740 Indians; of these, the Arapahoes, 1,644 in all, are the most loyal, and appear determined to become a civilized and settled people. Their boarding school had 45 pupils, and that at the Kiowa agency 39, during 1874.

THE CENTRAL AND NORTHWESTERN TERRITORIES.

DAKOTA.

The "Indian problem" is at present localized in this Territory, with its 48,455 Indians, chiefly of the Sioux Nation, all but about 5,000 of whom are only slightly removed from their primitive condition. They have been "localized" on reservations to a very large extent, and so are under more efficient control than was the case three years since. The total number of schools, &c., is thus reported: Buildings, 20; schools, 17; teachers, 25; pupils, 550; Indians who can read, 277; amount of money contributed by religious societies, \$4,755; church buildings, 7; members, 762; those who have learned trades in 1874, 10; wearing citizen's dress, 2,101.

The Sisseton and Wahpeton Sioux at Devil's Lake, bands of the same at Lake Traverse, with the Flandreaux on the Big Sioux River, and the Yanktons south of Yankton are those who have settled to farming and otherwise abandoned wild habits. The first reservation has a good manual-labor school and building and the last are improving rapidly, following hand-loom-weaving, basket-making, and sheep-raising among other occupations. They are under the religious direction of the Episcopal Church, which has erected a large stone building for a boarding school for boys; they also conduct one for girls, with three day schools. Two other day schools are supported by the Presbyterians. Over 200 pupils attended during 1874. There are five church-buildings, six churches, and 525 members. The Flandreaux Sioux have a good day school, with about 40 on the roll.

Next to these tribes, in the order of progress, come the Yanktonnais, Blackfeet, and Onepapas, located on the Missouri, and numbering in all 8,540. There was neither church nor school during 1874. The Ponca Indians, numbering about 730, have had an organized school with teachers, but few Indian scholars.

The Fort Berthold and Blackfeet agencies are among the most distant. The Indians at Berthold are regarded as permanently friendly, and the others are mere rovers, seldom visiting the agency, except the Piegiens who have settled there. There is a day school at Fort Berthold, with 45 pupils, and one at the Blackfeet agency, with 26, the first time any of them ever attended.

All the other Sioux tribes are under the charge of agencies at Cheyenne River, Crow Creek, Red Cloud or White River, and Spotted Tail's reserve, the latter being ten miles south of the Nebraska line, and likely to be removed. The Ogallalla (Red Cloud's) Sioux have heretofore had no educational work done among them. A school-building has been completed and a small school is to be organized at the Crow Creek agency.

A small school of six boarding and nine day scholars has been kept up, and during the winter of 1873-'74 a branch school was opened, in camp, seven miles below. It is proposed to open a similar school, in camp seven miles above, during the winter of 1874-'75.

At the Cheyenne River agency during 1874 a boarding school and two day schools have been sustained mainly by benevolent contributions, with an attendance of 139 pupils, of whom 72 have learned to read during the year. Two of the seven teachers are Indians.

MONTANA.

The Fort Peck and Fort Belknap agencies are so located that the wild Indians they are designed to reach and control belong as much to Dakota as Montana. There are no schools yet established. The Flathead agency has under its charge 1,829 Indians.

They have one boarding and one day school, with 78 scholars in both. At the Lemhi agency there are about 1,000 Indians, who are working well, and many of whom wear citizen's dress. They have built a house, and have had a school in operation for nearly a year, with a small attendance. In this Territory there are 48,955 Indians, with 6 school-buildings, 4 schools, 6 teachers, and 128 scholars.

IDAHO.

There are but two agencies, Fort Hall and Nez Percé, in this Territory, with 4,907 Indians under their charge. About 1,000 more Indians are roaming at will, but are to be brought on to the reservations. At Fort Hall a good school, with an Indian teacher and a small attendance, is doing well. The Nez Percés are settled and prosperous agriculturists, and have been for several years. They have two boarding and one day school, with an attendance of 90 pupils. About 350 Indians cultivate small farms off the reservations, and some 900 are vagrants, who will not enter into treaty relations, while 1,550 are on the reservation. A claim has been set up on behalf of the American Board of Foreign Missions for 640 acres of their land, embracing that occupied by their agency. It is estimated that Government and the Indians have expended \$92,000 on this, of which \$24,700 have been expended for schools and church buildings. Mr. Langford, the assignee of the board, has gained his case, and Congress will have to pay him for the land.

WYOMING.

One agency, nominally controlling 2,007 Indians, is located in this Territory. No school existed during 1874.

COLORADO.

Two agencies, with 3,763 Ute Indians, are located in this Territory. Two small schools at each agency, 10 and 21 pupils respectively, were established during the past year.

UTAH.

There are 575 Utes located on the Uintah reservation, whose condition is slowly improving. Their land is poor, but during the past two years they have worked steadily and raised fair crops. A school-house has been erected, and school is to be opened in the spring.

NEVADA.

Two reservations, with about 800 Pi-Ute Indians, are located in the western portion of this State, which has in all a population of this character numbering 5,976. The larger portion are engaged in labor, working about the towns and mines. On the reserves excellent material progress is being made. The Indians have no schools, but steps are being taken to provide these.

NEW MEXICO AND ARIZONA.

The first named contains an Indian population of 25,291 and the last 29,077, making a total of 45,368, of which number over 18,000 in New Mexico and about 9,000 in Arizona are industrious agriculturists, and, in the main, self-supporting. In New Mexico, there are among the Indians 1 school-building, 9 schools, 7 teachers, with 470 pupils. In Arizona, 4 buildings, 5 schools, 9 teachers, and 252 scholars. In many other respects there is considerable progress, which must naturally bring increase of activity in the direction of education.

The Navajoes, numbering 9,208, have about 2,000 who live on farms off their reservations, working them individually. This tribe raises a fine herd of sheep and manufactures fine blankets and other articles. It owns a large number of horses and sheep, and maintains a mounted Indian police, to check the stealing of stock. The Pueblo Indians are gathered in 19 villages, raising sheep, cultivating grain, fruit, &c., and manufacturing pottery. They have town governments of their own, but need some legal protection against encroachments that are made on their land and water rights. Schools have been opened within three years. There are now eight, attended during the year by 280 pupils. Three more schools are asked for, and there ought to be one in each pueblo or village.

The other agencies have under their charge Utes and Apaches of different bands. They are generally idle and vagabondish when not actually engaged in plundering. No schools are established.

In Arizona there are four agencies, in charge principally of Apaches, who have but recently been brought in. Considerable advance in habits of industry is reported, but no schools are yet organized.

At the Pima and Maricopa agency, three schools, with 101 pupils, were in operation during the year. The Moquis Pueblos are industrious and self-supporting, but have no schools as yet. One school, with 48 pupils, has been maintained among the Mojaves and Hualapais, located on the Colorado River. There are several tribes in the lower valley for whom no agent or reservation is provided, and who live by fishing and begging at the military posts and mining camps.

THE PACIFIC COAST.

CALIFORNIA

Has an Indian population of 9,221, of whom 7,000 are either rovers or settled about the old Catholic missions, not in any way under Government control. On the four reservations there are 3 school-buildings, 5 schools, 5 teachers, and 253 pupils. There are 931 church-members, and 2,925 who wear citizen's dress.

OREGON

Has an Indian population of 3,626, on eight reservations, and 2,500 who are rovers and take entire care of themselves. There are 8 buildings, 7 schools, 10 teachers, and 192 scholars. The Indians who live on the reservations bear an unusually good character for industry and thrift, but have not heretofore shown much interest in schools. There is a marked improvement in this respect.

WASHINGTON.

In this Territory there are 13,777 Indians, whose condition is orderly, industrious, and improving rapidly. There were 9 buildings, 9 schools, 18 teachers, 422 scholars, 9 churches, 725 members, and 8,079 Indians who wear citizen's dress. The Yakamas are the most advanced of the several tribes. Their schools have been kept about ten months during the year. The boys, out of school hours, are taught to work in the gardens, on the farms, and in the shops. The girls are instructed in housekeeping, sewing, knitting, cutting and making clothes for themselves and the children of the schools.

A great many Indians do not live on the reservations, being employed in different ways by the citizens.

CONCLUSION.

There can be little doubt felt, after a survey of the whole field, that barriers are breaking down between aboriginal tendencies and habits and the necessities and conditions which the Indian is yearly beginning to feel about him. These are looked at with less hostility, and the means by which advancement can be made are being welcomed in an unexpected manner by the Indians themselves. The conditions existing and now being created are such as to make it morally certain that within the next few years a large increase of industrial and educational activity may reasonably be looked for.

Steps must be taken beforehand to provide against a difficulty which has already arisen, where Indians have abrogated tribal relations and become citizens, taking their lands in severalty. That difficulty is the loss of interest in schools from want of means and other circumstances, such as the withdrawal of Government aid and direction. All such transactions should be made to embrace the setting aside of lands and funds for school purposes; and the General Government, as well as the State in which the Indian citizens reside, should liberally aid in the support, for a reasonable period, of schools among such a population. In other respects the conditions are improving. More attention is required from agents and others to educational interests, and blanks for special monthly reports are now provided by the Indian Bureau. There is need of a marked improvement among those employed as teachers, many of whom really need to attend school themselves. But the very small salaries allowed is an effectual prohibition of anything more than ordinary capacity and acquirements on the part of those directly employed by agents. The enlarged interest aroused among missionary bodies has had the effect of bringing better talent in charge of the Indian schools, and, with the continued concentration of this people, there will be opportunity for greater improvement. A small number of Indian teachers are now employed, though larger than in any preceding year. All these things show progress, which cannot fail to increase.

LIST OF SCHOOL OFFICIALS IN INDIAN TERRITORY.

Hon. W. P. BOUDINOT, *chairman of the board of education of the Cherokee Nation, Fort Gibson.*
 Hon. T. J. BOND, *superintendent of public schools in the Choctaw Nation, Atoka.*

BOARD OF EDUCATION.

Educational districts of Cherokee Nation.	Name.	Post-office.
First.....	Joseph Thompson.....	Vinita.
Second.....	W. A. Reese.....	Tahlequah.
Third.....	Albert Barnes.....	Ft. Gibson.

EDUCATIONAL CONVENTIONS AND INSTITUTES.

NATIONAL EDUCATIONAL ASSOCIATION.

The National Educational Convention began its session at the opera-house, in Detroit, on Tuesday, August 4. It was called to order by Prof. S. H. White, of Peoria, Ill. A brief address of welcome was delivered by Hon. Duane Doty, superintendent of the Detroit schools, and responded to by the president. After the appointment of assistant treasurers and secretaries, the regular order was taken up. President George P. Hays, of Washington and Jefferson College, Pennsylvania, made a report from the committee on intermediate schools, appointed at the last meeting of the association. The report looks mainly to the high schools to fill the void between the common schools and the colleges, but also discusses the academical system of education, its expenses, and the more feasible methods of sustaining it. The report was discussed at length by Dr. Reid, of Stenbenville, Ohio, and Mr. E. H. Cook, of Columbus, as also by Dr. Harris, of St. Louis, and President Read, of the University of Missouri, with others, after which, on motion of Dr. Wallace, of Illinois, the portion of the report which concerned the relation of the courses of study in the high schools to those in colleges was recommended, with instructions to report next year.

The afternoon session of the association was held in four separate departments, meeting in different halls.

The department of higher instruction was presided over by President Read, of the University of Missouri, with President Hays as its secretary. Prof. A. P. Peabody, of Harvard College, read a paper on "Elective studies in colleges and universities," strongly advocating the elective system, which was discussed by Professor Olney, of Michigan University; President Wallace, of Monmouth College; President Taylor, of Worcester University, Ohio, and others. Its strong commendations in favor of elective studies were generally agreed to.

In the department of normal schools, James H. Hoope, principal of the State Normal School, Cortland, N. Y., presided. Prof. John Ogden read a paper on "What constitutes a consistent course of study for normal schools?" which was debated at length, but upon which no action was taken.

In the department of elementary instruction, Miss Hattie Cummins, of Wisconsin, presided. Hon. E. E. White, of Ohio, editor of *The National Teacher*, read a paper on "Several problems in graded school management," which was subsequently published in his journal.

The department of superintendence transacted no business, and adjourned subject to the call of the chairman.

At the evening session an exceedingly effective address was delivered on "The profession of the teacher," by Prof. W. R. Abbot, principal of the Bellevue High School, Virginia. Committees were appointed on resolutions, honorary members, teachers and teachers' salaries, and courses of study in high schools. The latter consists of W. T. Harris, of Missouri; W. T. Phelps, Minnesota; Eli T. Tappan, Ohio; D. F. Tweed, Massachusetts; and Isaac Wellington, Michigan.

On Wednesday morning President Thaeher, of Iowa University, read an important paper from President Porter, of Yale College, on "Preparatory schools for college and university life," stating the defects that had existed in such schools, and proposing means by which these might be remedied.

Then came a paper from President White, of Cornell University, on "A national university," in which strong ground was taken against a multitude of feeble denominational colleges, and in favor of vigorous State universities to complete the school-system of each State, with a great national university beyond all to supplement and crown the great State institutions. Superintendents Hancock, of Cincinnati, and Harris, of St. Louis, followed in advocacy of the plan of President White, when the further discussion of the subject was adjourned to Thursday.

On Wednesday afternoon Prof. Venable, of the University of Virginia, presented a paper on the plan of that university, and Dr. Hoyt, of Wisconsin, one on "A national university."

At the Wednesday evening session, after receiving the report of the committee on nominations, and electing, as officers for 1874-75, those proposed by it, the association listened to an interesting paper from Dr. J. G. Hodgins, deputy superintendent of instruction in Ontario, describing the Canadian public school system in its contrasts with and its resemblances to the system in the United States.

The session of Thursday, August 6, began at 8.30 a. m., the first hour being given to the discussion of the paper read by President White, of Cornell. Its argument against sectarian colleges was warmly attacked by Hon. E. E. White, of Ohio, and to some extent by President Wallace, of Illinois. President Hays, of Pennsylvania, also took prominent part in the debate, which was closed by President White in a brief speech, disclaiming any ill-feeling towards the smaller colleges, and saying that what

he condemned in them was the system under which many noble men are compelled, in a measure, to waste their lives. The question of sex in education was then taken up, and three papers were read bearing upon the question: (1) by Dr. E. H. Clarke, of Boston, the title of whose paper was "The building of a brain;" (2) by Prof. James Orton, of Vassar, on "Four years at Vassar College;" and (3) by Prof. J. M. Hosmer, of the University of Missouri, on "Co-education of the sexes in universities." Prof. Orton's paper was a very interesting presentation of the facts in regard to Vassar College, and was warm in favor of higher education for women, but against co-education. Prof. Hosmer mentioned the history and experience of co-education, with many illustrated incidents, and drew conclusions favorable to it as the only practical way to secure to women the higher education. He thought, however, that the arguments as to the good effect of co-education were overdrawn.

In the department of higher instruction a paper was read by Prof. James D. Butler, of Madison, Wis., strongly advocating "Classical studies in higher institutions of education." Prof. Patterson, of the University of Kentucky, read a paper on "University endowments," attacking sectarian schools. This question was warmly debated in the section of superintendence. Superintendent Rickoff, of Cleveland, made a report on blanks for city statistics; and the department adjourned to meet in Washington as an independent body.

In the department of normal schools, Prof. Hailmann, of Milwaukee, read a paper by Mr. Soldau, of St. Louis, on "Method and manner."

In the department of elementary instruction, Miss A. C. Martin, of Boston, editor of the Massachusetts Teacher, read a paper entitled "What shall we attempt in our elementary schools?" and Miss Peabody, of Massachusetts, read a description of the working of the Kindergarten schools.

In the evening, at the call of the president, speeches were made by several gentlemen, among them a Mr. Hunter, a colored man from North Carolina, who learned his letters in 1867, and who spoke of educational progress in his State; by Mr. Riggs, the Mormon school superintendent of Utah, who described the condition of public education there; and by Mr. Hodgins, of Canada, who eulogized the character of the papers read before the association.

Resolutions were adopted tendering thanks for hospitalities. The following are the only two which are expressive of opinion:

"*Resolved*, That this association re-affirms the declaration of opinion, voted at its last annual meeting, that the proceeds of the sales of the public lands should be set apart by Congress, under such conditions as it may deem wise, as a perpetual fund for the support of public education in the States and Territories.

"*Resolved*, That this association is earnestly in favor of the establishment of a true national university."

The following committee was appointed to urge further the project of a national university:

J. W. Hoyt, Wisconsin; A. D. White, New York; John Hancock, Ohio; W. T. Harris, Missouri; David A. Wallace, Illinois; Mark Hopkins, Massachusetts; Joseph Henry, Washington; W. E. Phelps, Minnesota; D. F. Boyd, Virginia; A. Hogg, Alabama; G. P. Hays, Pennsylvania; Z. Richards, District of Columbia.

Richmond,* Va., was agreed on for the next meeting, and the convention adjourned. The delegates present at the meeting numbered over 600, and represented twenty-nine States and two Territories.

AMERICAN ASSOCIATION FOR ADVANCEMENT OF SCIENCE.

The twenty-third meeting of this association was opened at Hartford, Conn., August 12, 1874, under the presidency of Dr. J. L. Le Conte. The president having opened the meeting with a brief address, the secretary read the names of 41 new applicants for membership, who were duly voted in.

The necrological roll for the year was then read, recording the deaths of Louis Agassiz, Asa Whitney, and others. Of Professor Agassiz and Colonel Foster, another named upon the list, the standing committee was directed to have suitable memoirs prepared.

After the adjournment of the general session, sections A and B organized and elected permanent officers and standing committees for the meeting. In the evening, a meeting of a large number of members interested in chemistry was held, and a conference had with a deputation of chemists named at the Northumberland Centennial of Chemistry in July. After some discussion, a committee was named to confer with the standing committee of the association with reference to the establishment of a permanent subsection of chemistry, chemical physics and technology, metallurgy, and mineralogy.

At a subsequent meeting of the association a new constitution was adopted, and the chemists provided for, according to their request, in the arrangement of the subsections.

* Subsequently changed to Minneapolis, Minn.

On the 13th and 14th, the following papers, among others, were presented: On "The nitrogen of the soil," by Professor Armsby, of Millbury, Mass.; "Cave fauna of the Middle States," by Prof. A. S. Packard, jr.; "Rain-fall and solar spots," by Prof. J. Brocklesby, Hartford, Conn.; "Differential measurements of solar temperature," by Prof. S. P. Langley, Pittsburg, Pa.; "North American uniode," by Ed. S. Morse, Salem; "Cremation among North American Indians," by President Le Conte, M. D.; "The molecular volume of water of crystallization," by Prof. F. W. Clarke, of the University of California; "A direct-vision stereoscope," by Prof. E. E. Rogers, University of Pennsylvania; "Insects," by Prof. C. V. Riley; "The cotton-worm of the Southern States," by Prof. A. B. Grote, of Buffalo; "The lobster," by Prof. W. W. Wheildon; "Number and distribution of fixed stars," by Prof. B. A. Gould, of Cambridge, Mass.; "The disintegration of rocks and its geological significance," by Prof. T. Sterry Hunt, of Boston; "The metric system," by President Barnard, of Columbia College, New York; "American genera of cervidae," by Prof. Theo. Gill, and "Relations of certain genera of cervidae," by the same; "Motion of a fixed star," by Wm. A. Rogers; "Methods of replacing injurious insects," by President Le Conte; and "Pottery of the mound-builders," by Prof. E. T. Cox.

Resolutions were passed in favor of a new census of the United States for 1875 and of a new geological survey of Massachusetts. Prof. J. E. Hilgard, of Washington, D. C., was elected president for the ensuing year, and an invitation to make Detroit the place of the next annual meeting was accepted, the time fixed for it being the second Wednesday of August.

An address from the retiring president, Prof. Joseph Lovering, of Cambridge, Mass., giving an interesting review of the rapid progress of scientific implements, discoveries, and knowledge, occupied a portion of the evening of the 14th, the telescope, the microscope, the pendulum, the balance, and the Voltaic battery being recognized as the chief instrumentalities by which physical science has been promoted. The determination of the velocity of electricity and of the distance of the sun, with glances at the mathematics and philosophy of science and at the conservation of force, also formed parts of the address.

Thanks to the citizens, officers, and committees who had contributed to the success and pleasure of the meeting, brief parting speeches from members and citizens, and an address by President Le Conte, reviewing the characteristics of the occasion, concluded the meeting, which adjourned on the 14th.

AMERICAN PHILOLOGICAL ASSOCIATION.

The American Philological Association began its sixth annual session in Hartford, at 3 o'clock, on July 14, Prof. F. A. March, of Lafayette College, Easton, Pa., in the chair. During the session addresses, papers, and discussions of great interest and value were read and delivered, some of them evincing a remarkable degree of successful research in the special field of knowledge pursued, and all of them deserving of a much more extended notice than can be given here.

Among the distinguished gentlemen taking part in these exercises were Prof. S. S. Haldeman, of the University of Pennsylvania; Prof. W. W. Fowler, of Durham, Conn.; Prof. W. S. Tyler, of Amherst College; Prof. J. B. Sewall, of Bowdoin College, Me.; Prof. Lewis R. Packard, of Yale College; Prof. M. L. D'Oge, of the University of Michigan; Prof. Charles Short, of Columbia College, New York; Prof. William D. Whitney, of Yale College; Dr. J. Hammond Trumbull, of Hartford; Rev. Carl W. Ernst, of Providence, R. I.; Col. T. W. Higginson, of Newport, R. I.; Prof. Albert Harkness, of Brown University, Providence; Prof. Fischer, of New Brunswick, N. J.; Mr. C. D. Morris, of Lake Mohegan, N. Y.; Prof. J. M. Van Benschoten, of Wesleyan University, Middletown, Conn.; Dr. Robert P. Keep, of Hartford; Prof. C. H. Brigham, of Ann Arbor, Mich.; Mr. John Swinton, of New York, and the president, Prof. F. A. March, who delivered the annual address, reviewing the work of the year in the field of philology.

"The last year," said the professor, "has been one of wide activity in original work upon language, though it has produced no book which is yet seen to mark a new era. Perhaps no facts have occurred more significant than these three: Potts's great lexicon of roots has been completed, an English Dialect Society has been formed under the direction of Mr. Skeat and the inspiration of Mr. Ellis, and a grammar has been published of the speech of the primitive population of Babylonia, which is claimed to be a representative of the parent speech of the so-called Turanian or Scythian family of languages, and to be likely to play the same part in reducing the languages to order, which the Sanskrit has done in the Indo-European family.

"These three facts may be taken as representative of a great change that is taking place in the current of linguistic activity. The study of the ancient literary monuments of the Indo-European speeches has heretofore constituted linguistics or comparative philology; but it is now giving place to the study of living dialects on the one

hand and of the relics of the ancestors of barbaric tribes on the other. The more sober western leaders of the new generation are trying to ground the laws of language into physiological necessities and the facts of living dialects; the more adventurous, who seek to solve the wider problems of philology and turn to the East for more light, are leaving the familiar fields of the Indo-Europeans and looking to strange and puzzling speeches to find worthy spheres for conquest."

To illustrate the extent of the study of dialects, the speaker mentioned fourteen or more essays and volumes published during the year, besides which, he said, the English Dialect Society is vigorously at work collecting all the living varieties of English speech, and is asking our aid. Among the good work done in old fields, mention is made of Chevalier Nigra's essay on the Irish manuscript of St. Gall; the work of Ascoli on the ancient Irish glosses of Milan; the publication of a volume of essays in England on Celtic subjects, by Whitely Stokes; the completion of Cleasby's Icelandic dictionary; the attempts being made, here and elsewhere, to reform the school pronunciation of Latin and Greek, also alluding to the advanced studies of women in connection with the university examinations.

The necessity for a reform in the spelling of the English language was discussed, and also the advantage of a universal alphabet; and these reforms may, it was thought, be in time accomplished through the aid of philological conventions. "Year by year," said the speaker, "the power of combined action is better understood and more easily attained. Perhaps this association, as a great popular organization of linguistic scholarship, may rapidly attain an influence which may give it powers of reform as yet unsuspected."—(College Courant, August 1 and 22, pp. 61, 62, and 75-81.)

AMERICAN ORIENTAL SOCIETY.

The American Oriental Society met at the Bible-House, in New York, October 28, 1874.

The papers presented were "The Cypriote inscriptions," by J. H. Hale; "Points in Latin syntax," with special reference to Roby's Latin Grammar, by Prof. Charles Short; "Recent Japanese literature," by W. E. Griffiths; "The distinction of noun and verb in Japanese," by A. Van Name; "Assyrian monuments in America," by Rev. S. Merrill; "The Talmud, in its relation to the early history of Christianity," by Prof. F. Adler; "The Sanskrit record and Dr. Hango," by Prof. W. D. Whitney; "Sexuality in language," by Prof. J. W. Jenks; "The occurrence of Semitic consonants on the Western Continent," by Prof. S. S. Haldeman; "Certain relics found in Asia Minor," by Rev. O. Crane; "Readings in the Thebaic, hitherto unedited," by A. W. Tyler, and "Recent discussion of the evidence of Phœnician colonization of America," and others.—(College Courant, November 7, 1874, p. 210.)

AMERICAN ANTIQUARIAN SOCIETY.

The annual meeting of this society was held at their hall in Worcester, Mass., October 21, Hon. Stephen Salisbury in the chair.

The report of the council was presented by Hon. Benj. F. Thomas, of Boston. It opened with brief biographical sketches of those members of the society who had died since the last meeting, and afterward proceeded to discuss the legal aspect of the rebellion as a matter for historical research.

The report of the librarian, S. F. Haven, LL. D., showed that the use of the library by writers and historical students since the last meeting had been continual and increasing. The total number of books received was 2,114, and of pamphlets, 3,220. Of these, 1,598 books were by gift, besides 32 maps, 17 photographs, 2 charts, 68 engravings, 7 stone implements, and 4 autographs. The report announces the near completion of the fifth and sixth volumes of *Archæologia*, consisting of a revised and enlarged edition of Thomas's History of the American Press to 1776, with catalogue.

Hon. George F. Hoar raised the question of the wisdom of the investment of the permanent funds of the society, and suggested the investigation of the history of trust funds, which have existed from the Middle Ages, as a proper topic for a paper before the society. He said that the number of trust funds now being established is very large, more than \$8,000,000 having been contributed to such a purpose last year.

On motion of Rev. R. C. Waterson, of Boston, a resolution was adopted requesting Mr. Hoar to prepare such a paper.

On motion of Rev. E. E. Hale a committee of five was appointed to bring together brief and authentic accounts of the origin of the names of the several States and Territories.—(College Courant, November 7, 1874, p. 211.)

AMERICAN INSTITUTE OF INSTRUCTION.

The annual session of this institute was held at North Adams, Mass. For forty-five years the members of this body have regularly met to consider and discuss the various modes of education in our schools and colleges, and it is owing in no small degree to

their labors that the different systems of instruction in the towns and cities of New England have proved so efficacious in their results.

Papers were read by Mr. Sawyer, of Middletown, Conn., on "School management and business principles;" by Hon. J. W. Bicknell, of Rhode Island, on "School supervision;" by Samuel Thurber, of Syracuse, on "Anarchy," going over the same ground as the former one, and comparing the German and American systems of school government and school supervision; by W. A. Maury, of Providence, on "The purchase of Louisiana, and some of its results;" by A. H. Davis, of the Worcester High School, "A chapter in United States history;" by Rev. L. C. Seelye, of Smith College, Northampton, on "The need of collegiate education for women," and by Miss Edwards, of Mt. Holyoke, on "The true dial of teaching." All these papers, as embodying the opinions of professional teachers, who who have made education a special and profound study for many years, were of more than ordinary value.—(Maine Journal of Education, September.)

CENTENNIAL OF CHEMISTRY.

A meeting was held at Northumberland, Pa., on July 31, 1874, to celebrate the hundredth anniversary of the birth of Priestley, the father of chemistry.

Telegraphic communication was had with the Priestley memorial committee at Birmingham, England, where a marble statue representing Priestley discovering oxygen, presented to the town by the committee, through Professor Huxley, was that day unveiled, and greetings were sent "from the brother-chemists at the grave to their brothers at the home of Priestley."

Prof. T. Sterry Hunt, of Boston, delivered an extended review of the century's progress in theoretical chemistry. A committee of five was appointed to co-operate with the American Association for the Advancement of Science, at the next meeting, in establishing the chemical section on a firmer basis.

In the evening the grave of Priestley was visited by at least 500 persons, including many ladies, who repaired to the cemetery, which is situated on the outskirts of the town, where they listened to a beautiful address by Prof. Henry Coppée, of the Lehigh University, who, at short notice, acted in the place of Professor Henry, of Washington, who was unable to be present.—(College Courant, August 29, pp. 90, 91.)

MEETING OF COLLEGE PRESIDENTS.

The presidents of nearly all the leading colleges in the United States met at Hanover, N. H., in November, 1874, and discussed, among other things, college regattas and boating, taxation of college property, optional studies, and the comparative importance of classical and scientific studies, and the college and the university system. It was resolved not to interfere in regattas and boating in any way. While the influences attending these pastimes might divert attention somewhat from study, and so lower the standard of scholarship, the physical training and development secured more than compensated for any evil effects resulting therefrom. President Eliot, of Harvard, and President Chadbourne, of Williams, among others, took strong ground against the taxation of college property. President Eliot warmly argued in favor of optional studies, stating that this is the only country which compels a student to study prescribed branches after the age of 19. Classical and scientific studies were then compared, and each side had its advocates. President Robinson, of Brown, urged the greater importance of the classics. The general opinion was that the languages and sciences should be studied, as means of mental discipline only, during freshmen and sophomore years; the succeeding years—junior and senior—should be devoted to philosophy, literature, and special sciences, leaving the languages and mathematics optional during the junior year.—(American Educational Monthly, December, 1874, p. 566.)

AMERICAN SOCIAL SCIENCE ASSOCIATION.

This association met at New York on May 21 and 22, 1874. The morning session of the first day was devoted to a conference between the health boards of the different States and cities and members of the executive committee of the association, Prof. Charles F. Chandler, president of the New York board of health, presiding. Addresses were delivered and papers read by Jackson S. Schultz, giving some of his recent observations at Paris as to the excellence of the abattoir system there existent, and the economizing of meat in Europe in contrast with our waste of it; by Dr. J. Foster Jenkins, on tent-hospitals; and by Alfred L. Carroll, M. D., on the importance of the study of hygiene. George T. Angell, president of the Massachusetts Association for the Protection of Animals, then read a paper on the "Protection of animals;" and Prof. George Walker opened the evening session by the reading of a brief paper on finances. A report upon the financial question was read by Prof. W. G. Sumner, and a paper by Dr. D. F. Lincoln

upon "School hygiene," in which the importance of greater care in the ventilation of school-buildings was strongly urged.

The next morning a conference of the boards of charities and health was held, at which papers were read by Dr. Elisha Harris and Dr. Stephen Smith on the "Registration of vital statistics." In the afternoon the general secretary, F. B. Sanborn, read his annual report, which was afterward discussed by Cephas Brainard and Judge Brum, of Detroit. A report on pauperism in New York, prepared by a special committee, was read; and, in the discussion which followed, Rev. John Hall, J. W. Skinner, Dr. Bishop, and others joined. Papers were read by Z. R. Bockway, of Detroit, on the reformation of prisoners, and by Dr. E. M. Gallaudet, of Washington, on the National Deaf-Mute College.

The evening session was begun by George W. Curtis taking the chair and introducing President White, of Cornell University, who read a paper on "The relations of the national and State Governments to advanced education." In the course of his remarks, the speaker compared the universities of the United States with those of foreign countries, to the evident disadvantage of the former, adding that American students were compelled to go abroad in order to complete their studies. He showed the necessity of State and national aid to universities, in order to fit men for high public offices; for with advanced education would come better morals. Rev. Dr. McCosh, of Princeton College, discussed the merits of the paper read and disputed strongly the position taken by President White, contending that students are sent out of American colleges equal to the best in the Old World, and that the average of graduates from American colleges are equal to any that ever were turned out of either Oxford or Cambridge. Dr. Tullock, of St. Andrew's College, Scotland, said that it was a traditionary feeling in that college that the state should help the institutions of learning. Recently statesmen had strongly opposed this principle, arguing that the state should look out for the lower education and leave the higher to take care of itself; but that principle had no support among educated men.

Professor Greenough read a very interesting paper on public libraries, giving statistics of those in Europe, with remarks as to their classification there and here. Mr. Atkinson, of Boston, who was to have read a report on "Facts concerning the better education of women," did not arrive.

ASSOCIATION OF NORMAL SCHOOL TEACHERS.

The association of normal school teachers of New York and Canada met in Normal Hall, at Westfield, in November, 1874, continuing in session two days.

The publication of a treatise upon "Natural methods of teaching," the consideration of a "Short course of study not to exceed six years for common schools," and concerning the "Comparative value of examinations for admission to normal and other schools," came before the meeting. It was voted to recommend a course of study extending over ten years, the first six of which should be complete.—(College Courant, November 7, 1874, p. 210.)

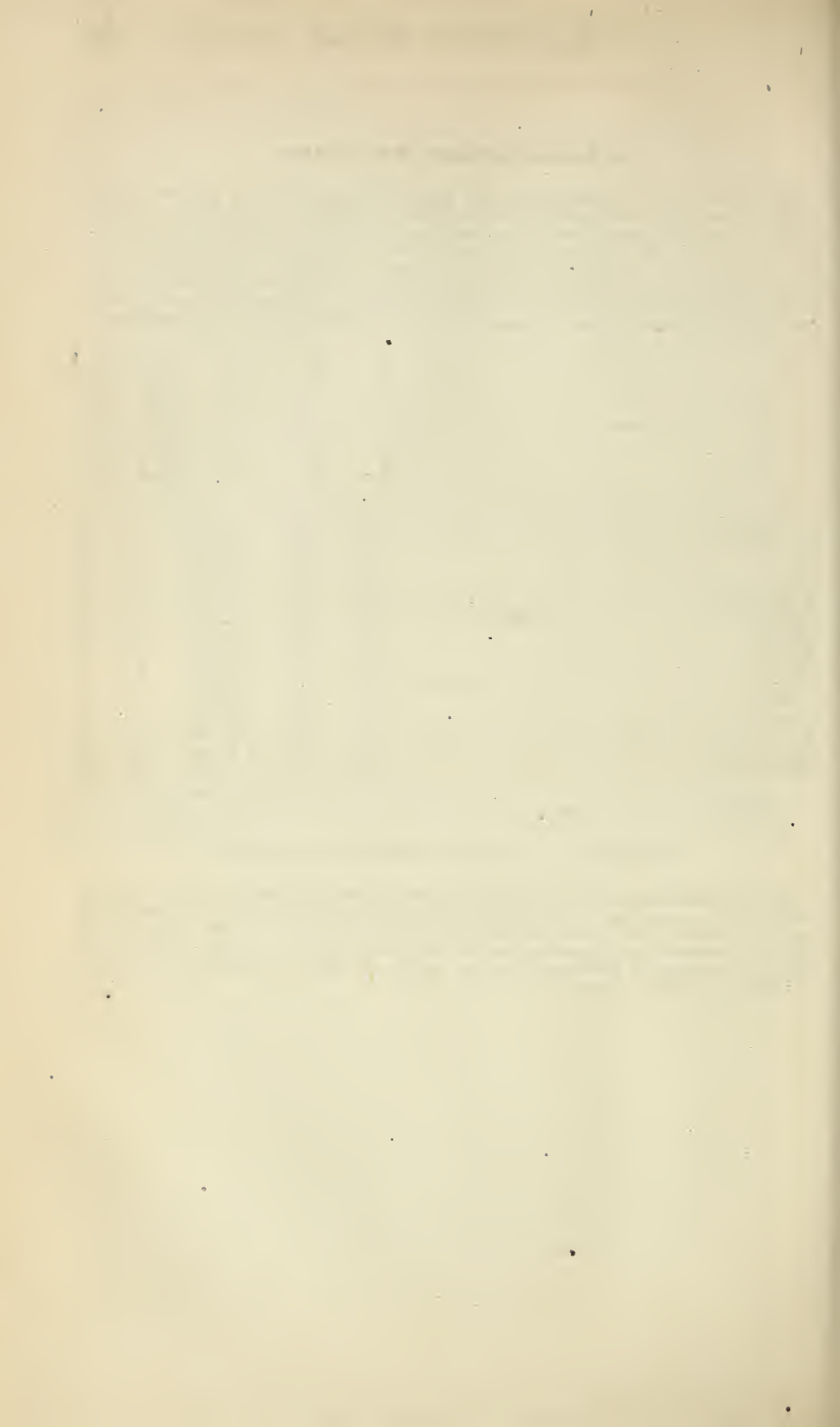
SUNDAY-SCHOOL TRAINING.

At a Sunday-school convention recently held in Richmond, Va., the following interesting statistics of Sunday-schools were presented by Col. Thomas J. Evans, delegate to the international convention in Baltimore, as compiled from information gained at the convention. Though comprising only 18 of the States, they present what may be probably taken as a fair average for the country generally. The figures for New York and New Jersey differ somewhat from those given in the abstracts for those States, which were derived from their own Sunday-school conventions; but the difference is not such as to impair confidence in the general correctness of these statistics.

States.	Number of schools.	Number of officers and teachers.	Number of scholars.	Officers, teachers, and scholars; per cent. of population.	Scholars. Per cent. of population.
Pennsylvania	7,660	92,424	709,845	27	24
New York	4,370	71,103	517,068	15	13
Ohio	5,545	62,910	314,835	15	12
Illinois	5,976	60,601	425,710	22	20
Iowa	2,649	25,384	354,682	31	25
Massachusetts	1,738	30,011	270,461	21	19
Indiana	3,161	32,643	251,937	17	15
Virginia	2,423	29,075	213,214	20	17
Kentucky	2,376	23,576	209,121	18	15
Missouri	2,834	24,510	181,073	18	16
New Jersey	1,714	27,529	167,805	22	19
Maryland	1,656	18,514	162,589	30	20
Tennessee	2,451	22,055	161,736	15	13
Georgia	2,323	20,907	153,317	15	13
North Carolina	1,985	17,867	131,026	15	13
Mississippi	1,583	14,244	104,452	15	13
Louisiana	1,377	13,220	96,843	15	13
South Carolina	1,412	12,704	93,164	15	13
Total	53,233	604,277	4,518,878	.....	.....

TRAINING IN FOREIGN MISSIONARY SCHOOLS.

The very great amount of work imposed upon the small clerical force of the Bureau during the year past has made impossible the collection of full and reliable statistics as to the mission schools sustained in foreign countries from the United States. It is believed, however, that, in consequence of the financial troubles of the year, no considerable extension of this work has been made, and that the statistics of last year are still substantially correct.



STATISTICAL TABLES

RELATING TO

EDUCATION IN THE UNITED STATES.

TABLE I.—PART I.—Statistics of the school systems of the States and Territories, showing States Bureau

Number.	State or Territory.	Report for the year—	SCHOOL YEAR.		SCHOOL POPULATION.			
			Begins—	Ends—	Between ages of—	Total number be- tween said ages.	Sex.	
							Male.	Female.
	1	2	3	4	5	6	7	8
1	Alabama	1873-74	Oct. 1	Sept. 30	5-21	405,839		
2	Arkansas	1872			5-21	194,314		
3	California	1873-74	July 1	June 30	5-17	159,427	80,927	78,500
4	Connecticut	1873-74	Sept. 1	Aug. 31	4-16	133,528		
5	Delaware	1873			5-21	47,825		
6	Florida	1873-74	Oct. 1	Sept. 30	6-21	a67,000		
7	Georgia	1874	Jan. 1	Dec. 31	6-18	394,037	202,115	191,922
8	Illinois	1873-74	Oct. 1	Sept. 30	6-21	938,878		
9	Indiana	1873-74	Aug. 31	Aug. 31	6-21	654,739	338,060	316,679
10	Iowa	1873-74	Sept. 15	Sept. 15	5-21	506,345	259,352	246,993
11	Kansas	1873-74	Sept. 1	Aug. 31	5-21	199,010	101,872	97,138
12	Kentucky	1873-74	July 1	June 30	6-20	474,514		
13	Louisiana	1874	Jan. 1	Dec. 31	6-21	280,387		
14	Maine	1873-74	Apr. 1	Mar. 31	4-21	225,219		
15	Maryland	1873-74	Sept. —	June 30	b5-20	276,120	138,813	137,307
16	Massachusetts	1873-74	Apr. —	Mar. —	5-15	292,481		
17	Michigan	1873-74	Sept. —	Sept. —	5-20	436,094		
18	Minnesota	1873-74	Oct. 1	Sept. 30	5-21	210,194	107,306	102,888
19	Mississippi	1873-74	Sept. 1	Aug. 31	5-21	349,813	162,411	187,402
20	Missouri	1873			5-21	705,817	364,131	341,686
21	Nebraska	1873-74	Apr. —	Apr. —	5-21	72,991	38,172	34,819
22	Nevada	1873-74	Sept. 1	Aug. 31	6-18	6,315	3,121	3,194
23	New Hampshire	1873-74	Mar. —	Mar. —	4-21	c73,554	38,529	35,025
24	New Jersey	1873-74	Sept. 1	Aug. 31	5-18	293,000	149,600	148,400
25	New York	1873-74	Oct. 1	Sept. 30	5-21	1,596,846		
26	North Carolina	1873			6-21	348,603	179,715	168,888
27	Ohio	1873-74	Sept. 1	Aug. 31	6-21	985,947	505,001	480,946
28	Oregon	1873-74	Apr. 1	Mar. 31	4-20	40,898	21,519	19,379
29	Pennsylvania	1873-74	June —	June —	6-21	d1,200,000		
30	Rhode Island	1873-74	May 1	Apr. 30	5-15	a43,800	a21,000	a22,800
31	South Carolina	1873-74	Oct. —	June —	6-16	230,102	116,916	113,186
32	Tennessee	1873-74	Sept. 1	Aug. 31	6-18	420,384	216,134	204,250
33	Texas	1873-74	Sept. 1	Aug. 31	6-18	313,061		
34	Vermont	1873-74	Apr. 1	Mar. 31	5-20	89,541		
35	Virginia	1873-74	Sept. 1	Aug. 31	5-21	436,826	225,018	211,808
36	West Virginia	1873-74	Sept. 1	Aug. 31	6-21	173,462		
37	Wisconsin	1873-74	Sept. 1	Aug. 31	4-20	453,161	230,663	222,298
38	Arizona	1874	Jan. 1	Dec. 31	6-21	2,584		
39	Colorado	1873-74	Oct. 1	Sept. 30	5-21	19,309	10,112	9,197
40	Dakota	1873			5-21	6,312		
41	District of Columbia	1873-74	Sept. 1	June 30	6-17	31,671	14,971	16,700
42	Idaho	1874	Dec. 1	Nov. 30	5-21	4,010		
43	Montana	1873-74	Sept. 1	Aug. 31	4-21	3,758	1,955	1,803
44	New Mexico	1874				e23,000		
45	Utah	1873-74	Nov. —	Oct. 30	4-16	33,297	16,713	16,584
46	Washington	1874	Jan. —	Dec. —	4-21	11,937		
47	Wyoming	1874			5-20	d1,100		
48	Indian—							
	Cherokee Nation	1873-74	Sept. 1	July 15	6-16	2,400	1,140	1,260
	Choctaw Nation	1874	Sept. 1		6-16			

a Estimated.

b The legal school age is from 6 to 21.

c Over 15.

d Between 5 and 15.

the enrollment, attendance, duration of schools, &c.; from replies to inquiries by the United States Commissioner of Education.

SCHOOL POPULATION.			PUBLIC SCHOOLS.						Number.
Number under 6 years of age.	Number over 16 years of age.	Number between 6 and 16 years of age.	Number enrolled in schools during school year.	Average monthly enrollment.	Average daily attendance.	Number of school-rooms exclusive of those used only for recitation.	Number of school-rooms used exclusively for recitation.	Average duration of school in days.	
9	10	11	12	13	14	15	16	17	
									1
									2
22,255	0	111,273	117,870		32,863				3
			114,857		70,790				4
			18,790		67,172	2,405		174.18	5
			21,196					146.	6
			135,541		15,897			65.	7
			611,775		353,334			142.	8
			489,044		311,272	9,008		113.	9
			365,125		227,151			135.	10
			135,598	106,492	77,386	4,578	47	110.	11
					114,603				12
			74,309						13
			127,335		163,611			112.	14
0			135,874	95,553	65,168			188.	15
			297,025		210,245			168.	16
			327,506	157,000	170,000	66,100	6600	140.	17
	657,650	1152,544	128,902					133.2	18
		230,000	223,029		109,792			160.	19
			371,440		210,692				20
			47,718		46,833			81.7	21
			4,811		2,884				22
			69,176		47,275		2,502	160.	23
42,571	67,404	230,596	186,392		96,224	2,126	709	192.	24
			1,044,364		515,525			175.	25
			146,737		87,300			50.	26
	242,675	737,272	707,943	520,904	429,630	14,768		145.	27
			20,680		15,169	555			28
			850,000		543,026	16,641		148.	29
			{ 76,083 }	{ 230,165 }	{ 72,930 }	{ 732 }	{ 752 }	{ 769. }	30
			{ 39,401 }		{ 24,434 }		{ 73 }	{ 179. }	
		230,102	g100,719					100.	31
			258,577		161,089				32
			161,670		121,090			120.	33
	220,645	662,896	78,139		50,023	2,714	68	111.7	34
			173,875		98,857	3,902		118.	35
			108,356		68,297				36
			276,878						37
			343			11		180.	38
			9,935		6,105	302	7	98.	39
			4,006						40
0	2,538	29,133	17,839	13,665	12,688	253	8	200.	41
			2,030						42
443	1,105	2,210	1,935	1,750	1,700	97	2	88.	43
			5,420						44
			17,849		12,996	260		134.	45
			7,592			225		165.	46
			1,000						47
570	248	1,582					0	70	48
			1,200					200. }	

e In 1873.

f In evening schools.

g One county not reported.

TABLE I.—PART I.—Statistics of the school systems of the States and Territories,

Number.	State or Territory.	SCHOOLS OTHER THAN PUBLIC.			
		Schools corresponding to public schools below high schools.		Schools corresponding to public high schools.	
		Pupils.		Pupils.	
		Male.	Female.	Male.	Female.
	1	18	19	20	21
1	Alabama.....				
2	Arkansas.....				
3	California.....	(a14, 143)			
4	Connecticut.....				
5	Delaware.....				
6	Florida.....				
7	Georgia.....				
8	Illinois.....	a25, 236	a25, 786		
9	Indiana.....				
10	Iowa.....				
11	Kansas.....				
12	Kentucky.....				
13	Louisiana.....	(a22, 306)			
14	Maine.....				
15	Maryland.....				
16	Massachusetts.....				
17	Michigan.....				
18	Minnesota.....	1, 500	1, 505	414	395
19	Mississippi.....	(a14, 250)			
20	Missouri.....	(a33, 525)			
21	Nebraska.....				
22	Nevada.....	(a680)			
23	New Hampshire.....				
24	New Jersey.....	14, 326	18, 781	2, 160	1, 260
25	New York.....	(a137, 840)			
26	North Carolina.....				
27	Ohio.....	6, 713	6, 353	7, 497	3, 816
28	Oregon.....	(2, 925)			
29	Pennsylvania.....				
30	Rhode Island.....	880	925	1, 336	667
31	South Carolina.....				
32	Tennessee.....				
33	Texas.....				
34	Vermont.....	(a7, 221)			
35	Virginia.....				
36	West Virginia.....				
37	Wisconsin.....				
38	Arizona.....				
39	Colorado.....	267	536		
40	Dakota.....				
41	District of Columbia.....	2, 430	3, 150	525	888
42	Idaho.....				
43	Montana.....				
44	New Mexico.....	(a985)			
45	Utah.....	579	685	0	0
46	Washington.....				
47	Wyoming.....				
48	Indian—				
	Cherokee Nation.....	37	43		
	Choctaw Nation.....				

a In private schools of all grades.

b For winter schools. In summer schools there are 528 male and 2,185 female teachers; average salary of male teachers, \$41.57; of female teachers, \$27.30.

showing the enrollment, attendance, duration of schools, &c.—Concluded.

SCHOOLS OTHER THAN PUBLIC.		Whole number of teachers employed in public schools during the year.			Number of teachers necessary to supply the public schools.	Average salary of teachers per month in public schools.		Number.
Teachers in said schools in all grades.								
Teachers.		Male.	Female.	Total.		Male.	Female.	
Male.	Female.							
22	23	24	25	26	27	28	29	
				2,035		\$60 00	\$40 00	1
		943	1,528	2,471				2
		711	2,246	2,957	2,550	69 03	36 05	3
								4
				590	600	35 00	35 00	5
				3,500				6
570	785	9,036	12,093	21,129		48 19	33 46	7
		7,586	5,419	13,005	14,000	50 60	40 00	8
		6,280	10,713	16,993		36 38	28 01	9
		2,360	2,683	5,043	4,625	37 24	28 69	10
		2,656	1,017	3,673				11
		(846)	797	1,494		40 00	40 00	12
			1,935	4,378	4,539	36 17	16 20	13
			1,112	1,577	2,689	40 89	40 89	14
			1,078	7,637	8,715	94 33	34 34	15
			3,156	9,120	12,276	52 45	27 01	16
		(106)	41,306	41,463	42,769	441 36	480 52	17
		(250)	1,800	2,700	4,500	55 00	55 00	18
			6,281	3,395	9,676	39 87	30 36	19
			1,252	1,483	2,735	37 98	32 30	20
			35	80	115	(100 56)		21
			482	3,330	3,812	44 87	24 90	22
165	356		960	2,256	3,216	65 77	38 00	23
			7,187	22,435	29,622	18,628		24
				2,690		30 00	25 00	25
		(341)	9,911	12,464	22,375	14,681	60 00	26
				860		45 92	34 46	27
			8,807	11,240	19,327	42 95	35 87	28
			689	6119	6808	c198		29
80	76		201	821	1,022	805	83 65	30
			1,559	977	2,536		32 81	31
			4,227	1,324	5,551	6,000	33 03	32
					4,214		63 00	33
71	128		667	3,739	4,406	2,732	45 62	34
			2,529	1,433	3,962		32 74	35
			2,541	801	3,342		35 70	36
		(769)			9,332	6,126	d47 42	37
			6	5	11	15	100 00	38
11	57		139	168	307		60 00	39
								40
			20	256	276	276	113 00	41
			52	44	96	100	72 83	42
		(65)			143		(26 25)	43
4	20		211	190	401	260	40 00	44
					117			45
			5	15	20		85 00	46
			66	53	119	78	225 00	47
					54		200 00	48

c In evening schools.

d Average in the counties, not including 24 cities; average in the 24 cities, male, \$400; female, \$37.19.

TABLE I.—PART 2.—*Statistics of the school systems of the States and Territories, showing States Bureau*

Number.	State or Territory.	ANNUAL INCOME.		
		From State tax.	From local tax.	Total from taxation.
	1	30	31	32
1	Alabama	\$274, 130	.....	\$274, 130
2	Arkansas .....	.....	.....	367, 378
3	California	428, 418	\$1, 285, 520	1, 713, 947
4	Connecticut	199, 272	1, 105, 601	1, 304, 873
5	Delaware .....	.....	.....	163, 284
6	Florida .....	.....	.....	80, 735
7	Georgia	115, 000	.....	115, 000
8	Illinois	1, 021, 971	5, 658, 183	6, 680, 154
9	Indiana	61, 487, 332	551, 786	.....
10	Iowa .....	.....	4, 163, 062	4, 163, 062
11	Kansas	128, 917	1, 354, 820	1, 483, 737
12	Kentucky .....	.....	.....	.....
13	Louisiana	314, 818	272, 659	587, 477
14	Maine	234, 157	636, 080	860, 237
15	Maryland	432, 297	775, 370	1, 197, 667
16	Massachusetts .....	.....	4, 387, 042	4, 387, 042
17	Michigan	466, 086	2, 393, 605	2, 859, 691
18	Minnesota .....	.....	839, 391	839, 391
19	Mississippi	400, 000	200, 000	600, 000
20	Missouri .....	.....	.....	1, 496, 433
21	Nebraska	76, 011	658, 158	734, 169
22	Nevada .....	.....	.....	93, 431
23	New Hampshire	354, 520	88, 500	443, 119
24	New Jersey	1, 235, 592	947, 233	2, 172, 825
25	New York	2, 662, 033	7, 864, 703	10, 526, 736
26	North Carolina .....	.....	.....	212, 363
27	Ohio	1, 491, 510	5, 960, 625	7, 452, 135
28	Oregon	31, 539	134, 816	166, 405
29	Pennsylvania	760, 000	8, 567, 030	9, 327, 030
30	Rhode Island	76, 526	548, 368	624, 894
31	South Carolina	329, 734	110, 735	440, 469
32	Tennessee .....	.....	.....	750, 291
33	Texas	385, 957	500, 000	885, 957
34	Vermont .....	.....	476, 107	476, 107
35	Virginia	638, 985	6450, 000	838, 985
36	West Virginia .....	.....	497, 070	497, 070
37	Wisconsin	0	1, 835, 654	1, 835, 654
38	Arizona	5, 708	5, 708	11, 416
39	Colorado	0	193, 514	193, 514
40	Dakota .....	.....	.....	.....
41	District of Columbia	0	180, 299	180, 299
42	Idaho	3, 855	14, 383	18, 238
43	Montana .....	.....	.....	29, 514
44	New Mexico .....	.....	.....	.....
45	Utah	15, 000	18, 883	33, 883
46	Washington .....	.....	.....	.....
47	Wyoming .....	.....	.....	.....
48	Indian .....	.....	.....	.....
	Cherokee Nation	0	0	0
	Choctaw Nation	0	0	0

a In 1873.

b From State apportionment.

c Estimated.

the income, expenditure, and permanent school fund; from replies to inquiries by the United of Education.

ANNUAL INCOME.				Increase of permanent fund in the school year.	ANNUAL EXPENDITURE.		Number.
Interest on permanent fund, including rents of school lands.	Revenue from other funds.	From other sources.	Total.		Permanent.		
					Sites, buildings, and furniture.	Libraries and apparatus.	
33	34	35	36	37	38	39	
\$200,215			\$474,345	\$3,608	1		1
2,904	\$7,684	\$27,498	405,464		2	\$55,913	2
		338,657	2,052,604		3	189,844	3
132,848	57,649	47,119	1,542,489	0	4	226,705	4
29,113			192,397		5		5
15,039			103,774		6		6
		8,060	265,000		7		7
659,981		150,000	7,893,591	101,556	8	1,009,960	8
	172,210	553,456	2,211,328	101,764	9	775,517	9
			4,827,288		10	1,128,654	10
304,837		359,350	1,868,903	98,920	11	374,957	11
160,180	49,274	175,712	671,350		12		12
			729,068		13	25,139	13
40,667		160,924	1,318,550	42,620	14	150,220	14
19,156	131,223	307,894	1,506,086	0	15	301,465	15
56,163	0	252,256	4,522,491		16	1,646,670	16
88,133		47,316	4,094,776	12,859	17	536,307	17
205,430		1,029,655	1,254,160	122,503	18	323,602	18
192,264		222,505	940,000	75,000	19	50,600	19
275,000	65,000		2,117,662		20	295,026	20
252,461	368,708		834,595		21	369,114	21
100,428			146,181		22	22,241	22
		52,750	405,874		23	103,742	23
10,321	26,385	16,049	2,304,398	44,966	24	613,238	24
100,000	51,573	0	12,298,729	25,258	25	1,962,195	25
371,598		1,400,395	2408,794		26	25,100	26
	63,301	133,130	8,300,594	27,670	27	1,474,053	27
225,523	309,625	223,311	204,760		28	46,609	28
		38,355	9,327,030	240,600	29	2,160,515	29
			745,769	12,956	30	237,181	30
16,788	16,191	87,896	483,145		31	27,600	31
		42,676	908,459	0	32	101,876	32
150,750	0	97,418	1,046,984		33		33
161,027			516,252		34	89,789	34
40,145			1,020,551		35	7120,349	35
87,114		94,452	823,212		36	118,965	36
	208,810	117,332	2,225,003	81,893	37	289,680	37
169,481		219,868	11,416		38		38
		0	193,514	0	39	77,044	39
0	0	0	12,361	0	40	8,282	40
0	0	167,400	347,699	0	41	85,391	41
0	0	12,826	31,064		42	1,649	42
		536	30,100	0	43	19,783	43
			28,523		44	1,500	44
0	0	775,953	109,836		45		45
			39,294		46		46
					47		47
49,877	0	0	40,877				
27,535			27,535			2,500	48

d Includes furniture.

f Includes repairs, but not furniture.

e Includes a balance from last year of \$43,985.

g From rate bills.

151,565,437

TABLE I.—PART 2.—Statistics of the school systems of the States and Territories,

Number.	State or Territory.	ANNUAL EXPENDITURE.			
		Current.			
		Salaries of super- intendents.	Salaries of teachers.	Miscellaneous or contingent. (Dr clud es, fuel, light, rent, re- pairs, &c.)	Total.
	1	40	41	42	43
1	Alabama.....				
2	Arkansas.....	\$30,000	\$355,624		\$441,537
3	California.....		1,534,657	\$328,753	2,072,372
4	Connecticut.....	20,000	959,229	263,412	1,477,442
5	Delaware.....				a192,397
6	Florida.....				139,870
7	Georgia.....				265,000
8	Illinois.....	63,856	4,634,622	2,118,000	7,865,682
9	Indiana.....				
10	Iowa.....	(c)	2,444,886	831,654	4,429,879
11	Kansas.....	73,930	723,579	139,888	1,323,998
12	Kentucky.....				
13	Louisiana.....	35,300	601,388	129,284	795,201
14	Maine.....	32,340	951,773	123,840	1,268,173
15	Maryland.....	25,440	923,683	219,484	1,530,072
16	Massachusetts.....	118,575	c4,233,211	15,256	6,050,507
17	Michigan.....		1,917,311	609,901	f3,054,519
18	Minnesota.....	(c)	672,606	153,334	1,155,542
19	Mississippi.....	49,200	900,000	10,000	f,014,200
20	Missouri.....		1,125,605	151,900	1,638,353
21	Nebraska.....		323,633	182,608	882,800
22	Nevada.....		83,548	18,039	124,301
23	New Hampshire.....				
24	New Jersey.....	29,619	1,429,179	141,750	2,219,686
25	New York.....	152,516	7,601,519	1,429,436	11,403,497
26	North Carolina.....		159,139	8,445	a191,674
27	Ohio.....	138,530	4,614,499	1,328,432	7,555,564
28	Oregon.....	6,110	157,103	11,395	222,553
29	Pennsylvania.....		4,327,308	2,059,106	8,737,929
30	Rhode Island.....	9,400	355,526	66,617	668,724
31	South Carolina.....	(b)	385,023	34,682	448,251
32	Tennessee.....	37,023	769,469	69,017	977,376
33	Texas.....	16,560	800,000	87,460	903,960
34	Vermont.....	12,643	440,536	82,089	625,057
35	Virginia.....	48,481	698,246	128,417	1,006,989
36	West Virginia.....		480,430	102,664	704,768
37	Wisconsin.....	10,000	1,312,696	266,940	1,896,085
38	Arizona.....				
39	Colorado.....	2,500	92,954	26,517	199,765
40	Dakota.....		11,205	1,907	21,747
41	District of Columbia.....	5,500	192,600	55,843	335,734
42	Idaho.....		19,074	1,053	21,786
43	Montana.....	4,500	30,258	0	55,041
44	New Mexico.....		18,630	4,506	24,645
45	Utah.....		90,953		90,953
46	Washington.....				
47	Wyoming.....		14,200		
48	Indian—				
	Cherokee Nation.....	1,950	33,000	0	37,450
	Choctaw Nation.....	800			

a In 1873.

b All available.

c Included in teachers' salaries.

d Estimated.

e Includes fuel and care of fires and rooms.

f Total expenditure reported, \$3,423,922.

g Between 5 and 15.

showing the income, expenditure, and permanent school fund, &c.—Concluded.

ANNUAL EXPENDITURE.					Amount of available school fund.	Amount of permanent school fund, (including portion not now available.)	Estimated real value of sites, buildings, and all other school property.	Number.
Expenditure in the year <i>per capita</i> of the school population.	Expenditure in the year <i>per capita</i> of pupils enrolled in public schools.	Expenditure in the year <i>per capita</i> of average attendance in public schools.	Expenditure in the year <i>per capita</i> of population between 6 and 16.	Expenditure in the year <i>per capita</i> of population between 6 and 16, including interest on the value of all school property.				
44	45	46	47	48	49	50	51	
\$0 87 ²					\$55,000			1
9 47	\$10 83	\$19 66	\$11 37		21,417,500		\$4,445,140	2
					2,044,190	(b)		3
								4
					286,745			5
68	6 39	8 79						6
5 60	1 95				6,573,784	\$350,000		7
5 70	7 82	13 73				(b)	22,894,116	8
6 63	9 02	14 17				8,711,319	10,373,692	9
	9 29	14 93				3,294,743	9,624,383	10
					1,083,426	5,779,144	4,029,782	11
					21,023,123			12
11 00							881,445	13
4 94	8 72	10 70			361,893		3,079,311	14
4 51	9 17	19 13			350,370	(b)		15
14 70	14 48	20 45						16
5 85	7 80	15 03	d9 12	d\$11 35	216,057	(b)	9,000,000	17
4 06	6 63	13 49	g5 60	g6 53	192,264	3,030,127	2,338,700	18
2 89	4 54	9 23			4700,000	11,409,000	2,000,000	19
3 00	5 70					3,222,891	6,774,506	20
10 72	18 50	18 85			21,217,496	218,914,308	1,553,926	21
							121,611	22
	7 05				36,704		2,232,079	23
5 82	9 30	18 02	7 52	9 34	857,436		6,000,732	24
6 94	10 61	21 52			3,054,772	(b)	29,216,149	25
					22,181,564			26
11 40	8 57	14 15	8 06	9 55		3,590,663	118,820,586	27
							332,764	28
							22,569,665	29
10 40	11 55	18 55				230,376		30
1 95	4 88		1 95		483,145			31
2 09	3 40	5 47			2,512,500			32
								33
7 04	8 89	12 60	10 02	11 11		669,086	1,330,894	34
2 02	5 08	8 93			1,406,145	(b)	682,509	35
4 14							1,540,490	36
4 16	6 80				2,565,823		4,321,133	37
4 41	33 28						8,950	38
7 28	13 24	22 56				0	337,894	39
						0	16,000	40
10 70	18 98	26 70	11 63	13 70	0	0	1,006,897	41
								42
7 90	15 68	17 79	13 69	14 65	0	0		43
								44
2 73	5 69	6 99						45
								46
							31,600	47
7 40	15 25	24 00	8 63	11 20			171,249	48

I Including amount collected from taxes.

K Salaries of school officers are not paid from school fund.

i School houses and grounds.

l Also \$22,127 for evening schools.

30	Keokuk, Iowa	12,766	13,000	5-21	4,576	2,329	190
31	Atchison, Kans	7,054	5-21	2,692	1,330	100	190
32	Covington, Ky	24,505	26,500	5-21	9,270	3,490	200
33	New Orleans, La.	191,418	195,000	6-30	70,093	25,215	220
34	Lewiston, Me	13,600	20,000	6-21	6,279	14,235	187
35	Baltimore, Md	267,354	302,839	6-18	77,737	3,200	290
36	Boston, Mass	250,526	357,354	5-15	56,684	29,136	1971
37	Pall River, Mass	26,766	45,000	5-15	8,977	53,752	e 282
38	Fitchburg, Mass.	13,092	13,000	5-15	2,205	8,887	e 282
39	Haverhill, Mass.	13,092	14,000	5-15	2,639	3,930	198
40	Holyoke, Mass.	10,723	16,000	5-15	2,639	2,502	300
41	Lawrence, Mass.	28,921	33,000	5-15	5,565	2,750	330
42	Lynn, Mass.	98,921	100,000	5-15	5,385	1,036	152
43	Lowell, Mass.	98,921	100,000	5-15	5,385	1,036	197
44	Newburyport, Mass.	98,921	100,000	5-15	5,385	1,036	197
45	Pittsfield, Mass.	12,503	13,000	5-15	7,373	5,639	346
46	Salmon Falls, Id.	11,112	12,000	5-15	2,424	2,072	346
47	Springfield, Mass	24,117	30,000	5-15	2,405	1,897	200
48	Taunton, Mass	26,703	32,000	5-15	4,343	2,128	195
49	Woburn, Mass.	18,628	20,000	5-15	3,712	4,206	210
50	Worcester, Mass.	8,105	10,000	5-15	3,758	65,448	200
51	Detroit, Mich.	41,105	48,000	5-15	2,200	3,875	248
52	East Saginaw, Mich.	79,577	102,000	5-20	1,200	2,003	100
53	Grand Rapids, Mich	11,350	17,000	5-20	3,372	9,930	1,500
54	Minneapolis, Minn.	16,507	17,000	5-20	4,955	12,953	4,000
55	St. Paul, Minn.	13,066	24,000	5-20	7,931	3,086	200
56	Hannibal, Mo.	12,443	13,000	5-21	6,960	4,819	200
57	Kansas City, Mo	19,135	13,000	5-21	4,800	2,907	198
58	St. Joseph, Mo.	32,260	41,000	5-21	3,229	1,400	200
59	St. Louis, Mo.	19,563	23,000	5-21	7,738	1,892	200
60	Omaha, Neb.	310,864	423,000	5-21	6,530	4,368	300
61	Manchester, N. H.	16,053	13,000	5-21	138,133	3,362	730
62	Nashua, N. H.	16,053	13,000	5-21	4,019	36,363	21,729
63	Jersey City, N. J.	10,518	12,000	5-21	2,754	2,426	376
64	Newark, N. J.	82,546	120,000	5-18	34,769	3,757	1,500
65	New Brunswick, N. J.	103,059	120,000	5-18	31,736	2,354	200
66	Paterson, N. J.	15,053	18,000	5-18	8,832	16,291	210
67	Trenton, N. J.	33,579	38,000	5-18	11,949	2,438	210
68	Albany, N. Y.	22,874	25,000	5-18	8,322	5,835	216
69	Binghamton, N. Y.	17,225	19,000	5-21	5,200	2,500	1,000
70	Chester, N. Y.	15,692	15,000	5-21	4,529	12,402	1,100
71	Cohoes, N. Y.	15,357	20,000	5-21	9,547	2,635	210
72	Lockport, N. Y.	6,315	22,000	5-21	2,658	3,029	500
73	Lockport, N. Y.	12,426	13,500	5-21	3,943	1,800	150
74	New York, N. Y.	17,014	17,014	5-21	5,873	2,807	338
75	New York, N. Y.	942,293	1,100,000	4-21	8,619	2,307	1,367
76	Oswego, N. Y.	20,910	20,910	5-21	8,619	251,515	85,000

* From Report of Commissioner of Education for 1873.
 a School census of 1874.
 b Does not include enrollment in evening schools.
 c Includes Sundays.
 d The municipal year has been changed, and this report is only for 11 months.
 e The villages of Kingston and Roudout were united two years ago, and the report, except of taxable property, refers only to the schools of the Kingston district.

106	Reading, Pa.	Thomas Severn.	33,930	42,000	6-18	0	1,000	2,600	0	200	6,457	1,300	250	250
107	Titusville, Pa.	H. C. Bosley	8,639	10,000	6-21	0	1,000	2,600	0	100	1,454	226	198	156
108	Wilkesbarre, Pa.	Henry A. Reid, sup't second dist., L. H. Taylor, sup't third dist.	10,174	12,000	6-21	0	1,000	2,600	0	100	2,296	600	200	193
109	Williamsport, Pa.	M. N. Horton	16,030	20,000	6-21	0	1,000	2,600	0	64	3,251	1,200	156	157
110	York, Pa.	W. H. Shelley	11,003	13,000	6-21	0	1,000	2,600	0	64	2,305	200	198	157
111	Newport, R. I.	Thomas H. Clarke	12,521	13,520	6-16	0	1,000	2,600	0	127	1,846	204	198	196
112	Providence, R. I.	Daniel Leach	68,904	100,000	5-16	0	1,000	2,600	0	127	11,106	204	198	196
113	Warwick, R. I.	John F. Brown	10,453	13,000	4-16	0	1,000	2,600	0	127	1,478	200	198	157
114	Woonsocket, R. I.	Charles J. White	11,527	13,000	5-15	0	1,000	2,600	0	127	1,349	900	200	195
115	Chattanooga, Tenn.	H. D. Hyatt	6,093	11,000	6-21	0	1,000	2,600	0	30	1,582	256	200	176
116	Nashville, Tenn.	S. Y. Caldwell	25,865	28,000	6-18	0	1,000	2,600	0	30	3,656	500	200	156
117	Alexandria, Va.	Richard L. Carno	13,570	13,500	5-21	248	1,000	2,600	0	31	1,403	500	200	156
118	Lynchburg, Va.	A. W. Biggers	6,825	13,050	5-21	0	1,000	2,600	0	31	2,108	600	200	156
119	Petersburg, Va.	R. P. Leavenworth	18,950	20,000	5-21	0	1,000	2,600	0	31	2,763	600	200	156
120	Portsmouth, Va.	James F. Crocker	10,492	12,000	5-21	0	1,000	2,600	0	31	3,472	500	200	156
121	Wheeling, W. Va.	F. S. Williams	19,280	26,266	6-21	0	1,000	2,600	0	31	3,472	500	200	156
122	Fond du Lac, Wis.	C. A. Hutchins	12,764	15,500	4-20	0	1,000	2,600	0	31	3,472	500	200	156
123	La Crosse, Wis.	J. W. Weston	7,785	12,000	4-20	0	1,000	2,600	0	31	3,472	500	200	156
124	Madison, Wis.	S. Shaw	9,176	10,000	5-20	0	1,000	2,600	0	31	3,472	500	200	156
125	Denver, Colo.	Aaron Gove	4,739	20,000	5-21	0	1,000	2,600	0	31	3,472	500	200	156
126	Georgetown, D. C., (white schools.)	J. Ormond Wilson	8,113	9,000	6-17	0	1,000	2,600	0	31	3,472	500	200	156
127	Washington, D. C., (white schools.)	J. Ormond Wilson	73,731	89,000	6-17	0	1,286	17,403	0	75	9,845	5,766	205	183

^a Does not include enrollment in evening schools.

^b The statistics are for the second and third districts, no report having been received from the first district.
* From Report of Commissioner of Education for 1873.

TABLE II.—*School statistics of cities, &c.—Continued.*

Number.	Number of school buildings for—							Number of sittings for study in—							Number of teachers in—								
	Primary schools.	Grammar schools.	High schools.	City normal schools.	Dwelling schools.	All public schools.	Private and paro- chial schools.	All schools, public and private.	Primary schools.	Grammar schools.	High schools.	City normal schools.	Dwelling schools.	All public schools.	Private and paro- chial schools.	All schools, public and private.	Primary schools.		Grammar schools.		High schools.		
																	Male.	Female.	Male.	Female.	Male.	Female.	
15	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	
69	4	1	1				6	2	1,258	376	115			1,749				21				3	4
68	16	15	1	0	1	33	14	47	4,959	1,837	596	0	120	7,512			1	117	10	57	4	6	
67	5	5	5			17	10	27	1,894	1,308	660			3,862	311	4,173		32		29	10	11	
66	10	10	10			6	4	18	800	700				1,300									
65	10	4				14	4	18	1,323	628	138			1,000									
64	34					5	2	7	975	335	60			2,081			0	50	0	13	0	3	
63	55	(36)		1	0	39	5		(27,900)	27,900	900	75		1,370	375	1,745	1	15	4	7	1	2	
62	86	17	17			32	30	30	15,393	15,393				27,975			685	167	8	61	13	11	
61	87	19	10	1		11								15,393			6	65	3	36	3	4	
60	88	4	1			7	3	10	1,368	380	100			1,848	400	2,248	2	24		7			
59	91	9	4	1		14											0	17	5	14	0	2	
58	92					5			1,102	800	63			1,965				16	3	8	1	2	
57	93					6			1,700	545	100			1,700			6	16	3	27	2	7	
56	94	14				13			4,464	1,483	258			6,203			6	65	3	27	3	2	
55	95		1			16	4	50			150	0		2,800			0	38	5	17	3	2	
54	96	3	3			9																	
53	97					22																	
52	98					8																	
51	99	17				17																	
50	100	7				8																	
49	101	7				17																	
48	102	9	3			10	6	16	1,264	204	126			1,594	350	1,944	1	10	3	4	1	1	
47	103	22				13			2,184	200	130			2,314			3	25		5	1	1	
46	104					15			1,055	545	100			1,700						8	3	3	
45	105	9	2			24	10	34	3,404	1,650	173			4,637	500	5,137	13	47	8	12	1	4	
44	106					5	2	7	1,220	620	170			2,010				21	3	10	1	2	
43	107					57								16,840									
42	108					6			923	282	90			1,295	150	1,445		16		5		3	
41	109					4	2	6						1,930			1	21	6	5	2	2	
40	110					9																	

TABLE II.—*School statistics of cities, d.c.—Continued.*

[illegible]

[illegible]

a The male teachers of evening schools teach in the day schools also.

b In primary and grammar schools.

e Thirteen rural mixed schools, with

d In suburban or mixed schools.

e The average whole number belonging.

These are union (ungraded) schools.

Day teachers in part,

h. In union (ungraded) schools:

i Includes 2 special teachers.

Includes 10 teachers for suburban schools.

4. Eight suburban schools, with 372 sittings and 9 teachers, are included.

104	33	1,557	634	468	33	87	1,504	1,401	1,098
405	56	341	949	246	181	66	12,873	1,493	1,098
106	5	117	6	338	407	32	6,437	1,535	1,098
107	24	581	949	421	68	47	1,271	1,535	1,098
108	9	581	949	421	68	47	1,271	1,535	1,098
109	21	581	949	421	68	47	1,271	1,535	1,098
110	7	581	949	421	68	47	1,271	1,535	1,098
111	6	581	949	421	68	47	1,271	1,535	1,098
112	3	581	949	421	68	47	1,271	1,535	1,098
113	13	581	949	421	68	47	1,271	1,535	1,098
114	7	581	949	421	68	47	1,271	1,535	1,098
115	3	581	949	421	68	47	1,271	1,535	1,098
116	18	581	949	421	68	47	1,271	1,535	1,098
117	12	581	949	421	68	47	1,271	1,535	1,098
118	4	581	949	421	68	47	1,271	1,535	1,098
119	9	581	949	421	68	47	1,271	1,535	1,098
120	4	581	949	421	68	47	1,271	1,535	1,098
121	7	581	949	421	68	47	1,271	1,535	1,098
122	4	581	949	421	68	47	1,271	1,535	1,098
123	5	581	949	421	68	47	1,271	1,535	1,098
124	3	581	949	421	68	47	1,271	1,535	1,098
125	1	581	949	421	68	47	1,271	1,535	1,098
126	0	581	949	421	68	47	1,271	1,535	1,098
127	0	581	949	421	68	47	1,271	1,535	1,098
128	7	581	949	421	68	47	1,271	1,535	1,098

a In primary and grammar schools.

TABLE II.—*School statistics of cities, &c.—Continued.*

Number.	Average daily attendance per teacher, excluding special teachers, in—						Average annual salaries of—															
	Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	City superintendent.	Assistant superintendent.	Teachers in primary schools.		Principals in grammar schools.		Assistants in grammar schools.		Principals in high schools.		Assistants in high schools.		Principals in normal schools.		Teachers in evening schools.	
									Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1								68	69	70	71	72	73	74	75	76	77	78	79	80	81	82
2							\$2,000		\$550	\$800	\$1,000	\$1,000			\$2,000		\$1,250					
3	40	45	30	15	24	43	4,000	\$3,000	1,500	1,800	2,300	2,200		\$1,100	3,000		\$2,350	1,800			\$600	\$600
4							900			1,500	(1,200)	800			2,000		1,700				400	130
5							650				2,500				3,500							
6																						
7							3,000		933		2,500				3,000		755					
8	43	34	17	15	16	39	1,800		550	600	1,500	663			400		2,500	755				
9							1,500		600	600	1,500	700			479		1,500	600				
10							2,000		540	540	900				650		1,500	1,050				
11							700		750	750	1,250	1,000			517		1,350					
12							1,000		375	462	1,000				700		1,300	890				
13	46	42	40			42	1,700		470	330	1,050	453			2,000		650					
14							4,000	2,750	1,075	1,075	2,200	1,514			635		2,005	1,083	500			
15	50	55	32				1,800		450	447	1,200	600			1,200		600	600				
16							800											480				
17			24			48	1,800		485	485	1,000	800			1,200		500	600				
18							2,200		400	400	1,400				2,000		500	600				
19							1,500		500	500	1,500	600			1,500		1,000	700				
20							1,600		1,000	1,000	900	1,000			1,000		1,000	675				
21							2,500	700	400	400	1,400	800			1,700		625	725				
22	35	34	25	5		33	3,000		750	525		950			1,400		635	650	\$850			
23						41.6	3,000	1,500						\$800	2,400	1,500			1,200			
24							1,500															
25						40																
26	(44)						1,200															
27			75				2,500			436	770	720			1,900		900	400				
28							2,000		765	439	1,200	1,200			1,100		900	750				
29							1,800			580	1,000	1,000			1,500		900	950				
30							1,800			540	1,000				1,500		900	900				
31							1,600		750	600	1,000				1,500		900	900				
32		5	9			19	1,800	1,500		500					2,000	800		600	1,500	1,200		35

TABLE II.—*School statistics of cities, &c.—Continued.*

Average daily attendance per teacher, excluding special teachers, in—										Average annual salaries of—																			
Number.	Primary schools.		Grammar schools.		High schools.		City normal schools.		Evening schools.		All public schools.		City superintendent.	Assistant superintendent.	Teachers in primary schools.		Principals in grammar schools.		Assistants in grammar schools.		Principals in high schools.		Assistants in high schools.		Principals in normal schools.*		Teachers in evening schools.		
	61	62	63	64	65	66	67	68	69	70	71	72			73	74	75	76	77	78	79	80	81	82					
78	45½	36½	21½				\$1,500			\$250		\$600		\$350	\$1,400	\$1,200	\$800	\$500											
79	39	31	23	0	28		2,200	400	\$1,300	677		677		419	2,000														
80	81	78	53	46	87	66	3,500	385	500	385		455		700	2,025		1,300	587											
81	82	35			35		1,500	800	3,000	800			\$1,500																
82	83						800	330		330		240																	
83	84	53	40	30		45	500	630				700																	
84	85	45	32	17		38	1,800	363				675		400	1,150			800											
85	45	32	17				1,800	363				675		400	1,150			675											
86	(30)						3,500	590	2,075				1,372	782	2,000		1,923	1,100	2,000										
87	47	41	22		28		4,000	\$2,500		750		960		670	2,500		1,850	870											
88	47	40	25			45	3,000	1,600		800		1,000	800	620	2,000		1,275	850											
89	(37.7)		23.1	10		37	2,000	800	1,500	800		1,500	1,100	550	2,000		1,900	1,150	1,200										
90	43	45	32			43	1,800	850		400		650		530	1,500		750												
91						50	2,500	500	1,300					400		1,000		600											
92	52	34	24			43	1,500	479	750	479		850	600	550		1,000		700											
93	61	42	35		23		1,700	380	913	380		913		530	1,400			675											
94	48	27	20				3,000	900	1,600	688		900		570	1,700		890	790											
95	40	40	39	0	26	30	2,000	450	850	450		850		480	1,350		1,200	700											
96	96					42	1,800	600	1,800	600			725	725	2,000		1,200	1,200											
97						41	2,000	1,000		650				650				475											
98						40	1,500	300	775	300		567	650	375			1,000												
99						40	1,000	300	585	300		540			700			320											
100							500			420					900			750											
101	42	25	25				1,000		560	420		553			1,000														
102							1,000					725			2,000														
103	41	30	21				1,500	426	720	426		720	563	406	1,200		1,100	605											
104	48	36	29				1,500	423	675	423		675	493	406	1,200		900	700											
105						40	3,000	450	1,528	450		1,528	600	600	2,700		1,458	1,458											
106						48	1,200	360		360					1,350			700											
107	41	45	22			26	2,500	600		600		800		616			850	800											
108	56	44	32				2,000		1,025						1,400		750	750											
109			24			42	1,800	371	640	402		480	400	400			560												

110	110	45	1,800	400	400	550	550	1,500	1,000	600	200	500
111	56	43	2,000	420	420	700	1,350	3,000	1,650	725	200	500
112	112	40	2,500	400	400	440	810	1,700	1,650	600	30	500
113	113	30	2,000	400	400	440	(9116)	480	1,700	600	30	500
114	33	30	2,000	400	400	440	1,300	600	1,500	800	30	500
115	115	40	1,800	700	700	600	1,300	1,800	1,500	800	30	500
116	116	38	2,500	423	423	575	650	1,700	1,500	800	30	500
117	117	30	2,325	350	350	575	650	1,700	1,500	800	30	500
118	118	30	1,300	400	400	575	650	1,700	1,500	800	30	500
119	119	44	350	400	400	575	650	1,700	1,500	800	30	500
120	29	29	600	650	650	575	650	1,700	1,500	800	30	500
121	41	36	1,500	383	383	1,900	1,900	410	1,000	535	100	100
122	122	36	2,100	600	600	475	1,000	400	1,300	600	100	100
123	123	33	600	400	400	475	1,000	900	2,000	1,000	100	100
124	124	45	2,000	850	850	1,000	1,000	250	1,200	1,000	100	100
125	51	34	2,500	652	652	1,000	1,000	250	1,200	1,000	100	100
126	51	34	1,000	675	675	1,000	1,000	250	1,200	1,000	100	100
127	59	57	2,000	675	675	1,000	1,000	250	1,200	1,000	100	100

a Maximum salaries.

b The superintendent is also principal of the high school.

* The only cities reporting salaries of assistants in normal schools are the following: Wilmington, Del., male and female, \$200; Chicago, Ill., female, \$1,033; Ft. Wayne, Ind., female, \$475; Davenport, Iowa, female, \$600; Boston, Mass., female, \$1,250; St. Louis, Mo., female, \$1,000; Jersey City, male and female, \$204; Newark, N. J., male, \$212; Paterson, N. J., male, \$100; New York, N. Y., male, \$4,000—female, \$1,800; Cincinnati, Ohio, male, \$1,500—female, \$875; Dayton, Ohio, female, \$500; and Pittsburgh, Pa., male and female, \$500.

TABLE II.—School statistics of cities, &c.—Continued.

Number.	Average annual salaries of special teachers.				Estimated real value of property used for school purposes.				Total taxable property of the city.				Tax for school purposes.		Receipts.								Total receipts.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
	Music.	Drawing.	Penmanship.		Grounds or sites.	Buildings.	Furniture.	Apparatus.	Total.	Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.	Mills per dollar of assessed value.	Balance on hand from last school year.	Amount received from interest on permanent funds.				Amount received from taxation.		Amount received from all other sources.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
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31	350			25,000	42,000	10,000	77,000	5,426,283		1,891	4,000			14,300	18,000	79	23,970
32				60,000	110,000	2,500	178,000	20,000,000		756	0	0	0	30,000	35,851	975	3,995
33				(604,420)			686,950		2,25						190,368	47	290,877
34	900						12,494,376		3	1,058				0	38,254	743	500,863
35	1,500	500				6,000	228,000,000		2	0	0	0	0	0	137,295		1,865,720
36	2,512	1,800					7,882,900	798,755,050	2,18						90,000		91,369
37								50,000,000	8						35,000	61	39,714
38	1,200	800	1,000				293,442	12,581,318	3,7	4,149	504				48,000		50,000
39							283,650	13,500,000	7						27,210		27,210
40	700						150,210	18,488,000	1,27	3,380					80,021	1,161	51,185
41	1,000	1,500	1,000				286,000	30,000,000	2,66	3,48							123,355
42	2,000						416,000	36,821,081									107,920
43	800						452,800			0	1,388						
44	300						105,000	9,855,282	3,04	508							30,072
45	250							12,000,000	3,8	0							30,231
46	1,000	600						26,966,800	2,5	0							171,362
47	1,200	700					529,500	38,436,778	5	5							42,770
48	1,600							17,000,223	2,46	731							106,518
49	1,900	1,300					194,500	8,710,742	3,4	1,632							153,103
50							908,000	49,185,514	2,46	3,009							292,609
51							61,400,000	31,443,285	1,7	30,000							70,765
52							179,299	10,015,543	5,5	10,792							107,728
53	1,000						333,000	3,304,663	1,75	2,570							103,624
54	1,300						163,500	40,000,000	1,25	9,287							25,741
55							35,300	3,000,000	7,5								77,430
56							61,500	3,298,321	7,5	7,869							77,430
57								12,000,000	10	0							77,430
58	700						117,011	8,500,000	5	1,400							77,430
59	1,925						2,415,736	164,886,960	2,33	12,215							77,430
60							409,500	6,863,595	7,5	3,791							77,430
61	1,600						282,000	10,495,392									77,430
62	1,000						290,775	2,095,192		3,729							77,430
63							697,844	5,670,614									77,430
64	2,000						977,200	105,623,710	1,6	2,5							77,430
65							93,290	14,100,086	1,75	3,5							77,430
66	600						220,645	23,000,000	2,8	92							77,430
67							136,500	17,305,270	2	14,762							77,430
68							130,000	12,192,788	1,9	2,23							77,430
69	1,000						217,545	2,546,736	4	4							77,430
70	1,000						98,000	3,697,009	1,77	8,8							77,430
71	750							18,035,315		22,902							77,430
72							105,300	3,436,901		4,607							77,430
73							136,000	10,000,000	1,9	6,25							77,430
74							135,000	22,000,000	1,9	6,25							77,430
75							10,425,000	3,041,155	1,8	7,749							77,430
76							146,794	5,628,735	2,5	3,452							77,430
77							495,000	1,154,029,176	3,5	99							77,430
78							61,000	15,356,300	2,5	1,318							77,430
								1,541,322	2,4	7,4							77,430

c Books and stationery.

b From permanent and temporary school funds.

c \$80 a year for each hour per week employed.

a Includes buildings and furniture.

d State appropriation.

109	40,000	81,000	50,000	1,000	172,000	12,000,000	2,439,564	3.6	1.8	0	0	0	0	2,842	40,135	4,524	56,507
110	1,000	1,000	1,000	1,000	100,000	100,000	7,434,290	2.5	2.5	0	0	0	0	5,073	24,000	1,760	37,635
111	1,000	1,000	1,000	1,000	137,000	137,000	27,487,500	8	8	0	0	0	0	20,490	285,433	7,749	313,672
112	1,000	1,000	1,000	1,000	1,000,000	1,000,000	2124,682,800	10,000,700	5	0	0	0	0	4,152	5,500	1,201	10,853
113	1,000	1,000	1,000	1,000	1,000,000	1,000,000	8,866,245	1.25	2.5	0	0	0	0	4,045	15,000	843	19,960
114	400	11,000	1,700	1,700	62,000	12,000,000	4,352,468	2.5	2.5	0	0	0	0	19,173	30	2,000	21,203
115	4,000	30,000	6,000	500	16,700	14,528,050	14,528,050	4	4	0	0	0	0	4,172	55,774	0	15,926
116	1,100	30,000	1,000	500	141,500	14,528,050	5,694,698	2.56	2.25	4,533	0	0	0	4,156	7,039	2,000	17,739
117	5,400	43,000	1,000	500	49,450	5,000,000	5,000,000	2	2.2	7	0	0	0	3,472	11,917	2,026	17,740
118	5,000	23,000	3,000	325	37,325	5,500,000	5,000,000	2	2.2	0	0	0	0	6,738	30,065	2,000	41,309
119	(65,000)	23,000	4,000	500	69,500	3,500,000	8,108,000	1.85	1.85	5,031	0	0	0	2,767	6,037	1,500	10,294
120	5,000	7,000	1,000	1,000	13,000	3,500,000	2,937,777	2	2	0	0	0	0	2,767	50,231	1,500	10,294
121	47,500	125,000	11,500	1,000	185,000	30,000,000	14,961,968	1.75	3.5	10,931	11,471	0	0	2,207	38,445	264	72,897
122	21,000	95,656	6,000	500	123,156	6,500,000	3,939,622	12.5	12.5	7,082	7,596	0	0	1,413	20,132	294	47,848
123	9,000	50,000	2,503	300	61,800	6,500,000	2,823,221	2	4	0	0	0	0	0	0	0	29,142
124	25,000	100,000	10,000	500	135,500	25,000,000	14,000,000	6	3.5	0	0	0	0	0	53,000	0	39,000
125	1,000	1,000	1,000	500	135,500	25,000,000	14,000,000	6	3.5	0	0	0	0	0	53,000	0	39,000
126	200	416,920	416,000	42,200	423,120	6,200,000	6,300,000	4	4	9,855	0	0	0	0	11,631	46,714	68,300
127	800	414,777	414,500	446,600	456,077	82,200,000	82,200,000	3.3	3.3	0	0	0	0	0	130,751	81,233	231,984

a State appropriation.

c Valuation by city assessors; by State assessors it is \$108,547,726.

d These figures are for white school property only.

b The valuation of school property is for the second and third districts; the income is for the third district only.

TABLE II.—*School statistics of cities, &c.—Continued.*

Number.	EXPENDITURES.															Average ex- penses per capita.		
	Permanent.			Payment of in- debtedness.		Tuition.			Incidental or contingent expenses.									
	Sites and buildings.	Furniture and appa- ratus.	Libraries.	Bonds, (including interest.)	Floating, (including interest.)	Cost of supervision.	Amount paid for teaching.	Officers of the board, secretaries, &c.	Day of janitors of buildings.	Fuel.	Rent.	Insurance.	Repairs.	School-books sup- plied for use of pupils.	All other supplies and current ex- penses.			Total expenditure.
	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121
1	\$3,000	\$448					\$33,000		\$850	\$318	\$45	\$400	\$500	\$25	\$526	\$56,448	\$15 25	\$8 57
2		1,425	\$200				15,037	\$6,460	31,576	6,981	18,396		45,362	3,803	31,238	19,426	19 80	3 62
3		23,441	2,813				434,299	1,500	2,763	941		474	279	43	1,103	689,022	26 36	7 42
4	1,531	991	566				26,204									52,563		
5						650	96,773						4,873		20,068	122,364		
6	23,612		78	\$5,039			22,700			1,862						56,270		
7		4,893	250	45,729	0	20,500	108,628	5,750	7,798	5,438	2,835	1,754	3,072	332	6,713	213,702	18 09	4 72
8	3,869	1,400		3,000	656	3,109	37,230	550	2,148	5,300	1,600	236	3,340	6,137	2,118	66,784	10 45	4 82
9		1,249		8,003		5,500	39,017	250	1,800	1,700	6,000	567	1,650		3,139	61,935	19 32	
10		649			3,212	5,000	13,445		180	271	921	49	1,453		3,923	92,103	17 87	3 23
11							48,965	575		390	575	119	1,686		3,490	55,925	19 75	9 52
12		110		4,907			10,363		911	1,132	202	237	969		897	19,028	11 31	3 98
13		504		8,580	497	1,700	19,829		1,950	1,432		1,740			20,646	34,849	13 91	2 88
14	176,441	15,411	1,297			6,750	486,143	7,300	34,590	32,214	2,898				20,646	783,630	15 39	3 03
15	6,110	1,308		10,318	16	1,800	13,556		1,794	1,097	71	650	2,763	25	1,013	42,221	12 31	5 35
16		(4,278)			1,150				1,013		(2,582)					35,687		
17						1,800	19,481	450	1,065	899		706	1,800		1,143	27,334	18 63	5 30
18						3,012	31,109	300	2,701	1,057	452	330			4,636	72,162	14 66	4 08
19	18,435	(28,559)				1,200	23,150	540	1,539	1,858	265	709	743	150	802	72,162	14 66	4 08
20	4,000			1,100		1,200	13,966		1,539	1,858	265	709	743	150	802	49,331	13 00	3 54
21	60,000	2,000			500	3,200	36,800	600	5,000	1,700	500	300	2,596		697	27,353	11 11	3 25
22	10,381	2,103	96			4,325	29,863	1,290	5,000	1,700	500	300	2,596		697	113,100	11 28	2 99
23	110,968	8,182	11,300	21,194		8,700	95,119	6,056	6,303	5,804	266	855	9,769	310	4,040	59,560	17 87	6 58
24	18,549					1,500	8,300	300								284,846	16 25	4 67
25						600	12,605		950	192	0	200			4,000	32,649	10 02	4 38
26																14,547	9 69	
27	2,971	60		9,600	967	2,500	32,774	900	2,558	1,599	30	255	753	918	1,718	28,000		3 70
28	40,883	5,772			683	12,000	40,321	915	4,222	1,844	120	968	1,068	14	1,845	57,603	14 94	3 70
29																110,663	17 96	3 74

29	5,023	18,775	1,800	16,243	200	1,700	875	135	500	1,437	4,336	48,760	10 57	4 01
30			1,000	30,000	300	1,000	1,200	135	500			33,835		
31	6,291	5,500	1,000	10,559	640	1,050	510	75		114	3,591	33,892	15 39	7 58
32		6,000		35,402	750	400	4,800	120	288	1,500	10,613	55,873		
33	30,000	0	6,500	375,595		24,142	4,000	34,204	0	13,549	24,191	516,051	22 22	6 01
34	13,373	0	2,150	21,320		1,127	4,000			13,549	24,191	40,407	12 06	6 00
35	120,632			49,499			11,634	26,635		18,411	30,346	6,06,631	17 37	4 32
36	453,773	5,353		1,015,810	25,803	00,681	55,841	16,935		62,729	87,147	1,863,739	21 41	7 96
37	2210,000	2,200		405,573		4,000	5,000	1,200		3,112	3,747	310,500	19 36	5 51
38	13,415			1,015,810		4,000	3,810			2,500	500	52,864	18 14	7 60
39				28,354		1,604	3,500	300		1,679	1,000	97,865	18 63	4 55
40				39,000	200	1,000	2,763			2,500	200	24,028	13 60	6 42
41	13,582			1,399		1,100	3,910	200	443	2,500	1,671	81,285	14 48	3 09
42				3,000	50,431	2,248	5,635			5,015	3,816	106,755	18 89	5 30
43				81,038	2,200	6,424	6,361	1,000	200	2,500	3,326	35,282	14 10	
44	(1,901)			25,856	200	650	1,600					25,839		
45				50,425		2,674	5,313	359		1,771	2,000	71,180	17 38	6 07
46				85,603		6,121	7,810	1,000		16,546	800	191,636	24 83	8 55
47	66,001			36,223		1,887	3,302	60				45,723	14 50	2 82
48	70,000			22,000		2,000	2,000			630	2,000	106,459	12 25	4 40
49				108,544	4,100	4,959	7,768	300		7,356	2,728	152,205	17 21	5 08
50	50,000	0		102,000	5,000	10,500	12,000	0	2,500	15,000	5,000	210,609	12 42	6 20
51	28,588			23,043	1,250	3,162	1,432		1,153	951	119	69,713	12 78	4 02
52	16,855			36,882	5,000	2,682	1,856		1,151		3,531	79,350	14 48	3 21
53	15,397			29,336		2,500	3,165		270	3,278	1,307	65,234	13 33	4 50
54				16,000	300		300	300		400	300	20,700	16 18	3 81
55				15,632			646	542		605	1,508	30,461	17 57	4 39
56	7,346			43,630	1,558	2,982	1,965	1,245	257	639	2,096	95,918	16 69	3 73
57	646			33,597		2,505	2,277	1,339	196	508	633	63,212	16 72	6 30
58				45,831	22,181	45,071	19,243	1,637	1,500	60,730	(50,881)	814,892	20 92	9 29
59	88,811			26,719	637	4,110	5,163		1,762	4,959	1,570	61,812	20 08	8 67
60				36,815	25	2,466	4,190			4,571	3,666	84,088	16 80	5 81
61	24,151			24,128	67		1,874	131		1,622	3,477	31,077		
62				209,921			7,636	3,655		11,136	7,607	288,415		
63				112,229	4,375	8,657	4,008	400	1,532			338,250	15 00	4 92
64	78,458			16,900	200	1,100	2,034	50	1,137	908	118	44,075	13 13	2 34
65	15,772			43,086	1,250	4,720	1,162	1,466		6,466	4,670	84,500	10 59	4 56
66	18,000			26,000	200	1,350	5,341	3,800		1,209	657	62,428	12 21	2 76
67	28,000			115,130	1,500		1,586			17,199	11,522	186,955		
68	26,546			33,378	350	1,505	1,937		372	2,681	50	39,984	14 57	4 68
69	5,627			26,704		2,405	1,937		475	1,850	100	47,607	17 70	4 87
70	7,363			16,323	376	2,700	2,037	325	216	2,000	1,150	36,880	13 90	5 97
71	11,297			21,218	130	1,407	2,032					40,000		
72				21,218	130	1,407	2,032	100	420	906	550	20,897	14 57	3 73
73	2,009			112,716	41,772	1,200	1,522		655	5,131	3,734	50,201	13 52	7 50
74	9,472			25,336	70	1,200	1,522			202,208	135,000	384,131	21 62	7 76
75	112,880			34,806	1,400	4,123	3,779	1,202	1,000	629	3,447	27,935	16 09	8 09
76	5,289			96,606	1,143	5,173	9,274	4,531	1,500	16,909	1,619	217,954	12 56	8 08
77	84,235			10,707		769	1,638		251	936	2,325	19,392	12 12	5 28
78	1,588													

Not paid out of the school appropriation fund.

TABLE II.—School statistics of cities, &c.—Concluded.

EXPENDITURES.																		
Number.	Permanent.			Payment of in- debtedness.		Tuition.			Incidental or contingent expenses.							Average ex- penses per capita.		
	Sites and buildings.	Furniture and appa- ratus.	Libraries.	Bonds, (including interest.)	Floating, (including interest.)	Cost of supervision.	Amount paid for teaching.	Officers of the board, secretaries, &c.	Pay of janitors of buildings.	Fuel.	Rent.	Insurance.	Repairs.	School-books sup- plied for use of pupils.	All other supplies and current ex- penses.	Total expenditure.	Supervision or instruc- tion, based on aver- age daily attendance.	Incidental or contin- gent expenses, based on average daily at- tendance.
79	\$8,887		\$169				\$14,506		\$999	\$1,051	\$779		\$819		\$1,338	\$30,978	\$10.04	\$5.13
80	24,291	\$2,007	3,897			\$4,800	87,958	\$2,550	6,383	3,212	5	\$1,987	10,175	\$550	4,996	132,301	14.62	5.04
81	18,475	1,533	819			2,500	41,240	500	3,409	2,491		1,089	2,752	568	2,109	77,505	14.37	4.21
82	7,833	158	281				42,705		1,500						10,822	63,379	27.00	6.78
83																		
84	17,500			\$2,000		2,500	22,139								5,019	49,458	14.43	3.29
85	9,149			1,105		1,800	15,563								6,651	34,268	16.44	6.30
86	166,543	6,267			\$28,781	45,000	391,501	7,100	19,755	22,937	3,949	101	17,799	345	24,894	789,862	19.84	4.50
87	122,699	1,186	32			11,633	181,803	2,412	13,061	7,762	2,869	5,015	6,721		21,771	382,921	15.79	4.93
88	32,139			14,000	0	4,800	70,384								29,304	156,637	15.96	6.22
89				31,100		2,000	67,336	3,175	4,730	3,016		400	2,060		11,732	123,089	19.28	6.30
90						1,800	16,519	259	1,030	1,000					587	23,586	13.42	3.86
91	640			9,737		2,500	18,692	213	1,320	1,050	830	260		11	1,705	39,385	14.90	4.87
92		1,002		11,133		1,500	51,646		2,582				3,007		5,682	40,976	15.37	3.77
93	18,182			18,182		1,700	15,406		2,811	8,769	889	2,181			11,158	166,517	16.08	6.82
94		(35,400)		33,040		3,750	61,326	2,100	2,763	1,228	225		2,739	763	7,881	53,770	17.59	7.24
95					0	4,462	33,709		1,000	1,003	0	300	400	25	200	229,623	18.00	2.00
96	400	500		1,200		900	96,179	500							41,200	249,413	13.55	5.78
97	(74,946)		2,135	32,611		1,000	25,344	825	2,800	2,533					1,424	89,780	10.73	3.63
98	5,770	1,800		49,584		1,500	15,857	150	2,800	1,000		250		9		40,866	6.97	1.41
99	20,000					300	6,960	190	1,236			100				11,156	7.36	4.45
100	3,300	150		1,296			13,739	50	1,114	968	89	38				21,783	11.54	3.23
101	1,889	329				500	33,739	150	1,114	968					465	28,783	11.51	3.28
102	19,076	1,475		10,740		2	39,432	300	2,740	2,472	89		3,966	1,324	5,380	78,700	11.11	6.09
103	16,566	1,000		7,927		2	39,432	1,240	2,771	7,728	1,370	66	2,311		989	76,900	13.20	3.40
104	693	703	50	2,482		1,500	16,085	1,735	1,332	860			2,365	54	2,048	92,242	11.20	4.25
105	97,746	(14,755)		119,335	46,041	3,000	243,245	2,100	21,621	9,021	1,803	3,394	10,796		28,806	601,689	19.13	6.02
106	20,039	1,923		25,443		457	40,421	1,700	3,192	2,023	120	443	5,129	979	6,403	119,203	10.88	4.37

Cities containing 10,000 inhabitants, or over, from which no statistics have been received.

State.	City.	State.	City.
Alabama	Montgomery.	Michigan	Bay City.
Arkansas	Little Rock.	Do	Jackson.
California	Oakland.	Do	Kalamazoo.
Do	Sacramento.	Minnesota	St. Paul.
Do	San José.	New Hampshire	Concord.
Connecticut	Bridgeport.	New Jersey	Camden.
Do	New London.	Do	Elizabeth.
Do	Norwalk.	Do	Hoboken.
Do	Norwich.	New York	Brooklyn.
Do	Waterbury.	Do	Buffalo.
Georgia	Augusta.	Do	Elmira.
Illinois	Aurora.	Do	Hudson.
Do	Bloomington.	Do	Ithaca.
Do	Joliet.	Do	Long Island City.
Do	Rockford.	Do	Ogdensburg.
Indiana	Springfield.	Do	Poughkeepsie.
Do	Jeffersonville.	Do	Troy.
Do	Lafayette.	Do	West Troy.
Do	New Albany.	Ohio	Chillicothe.
Do	Richmond.	Do	Hamilton.
Iowa	Burlington.	Do	Mansfield.
Do	Council Bluffs.	Do	Newark.
Do	Dubuque.	Do	Youngstown.
Kansas	Lawrence.	Pennsylvania	Corry.
Do	Leavenworth.	Do	Easton.
Kentucky	Lexington.	Do	Lancaster.
Do	Louisville.	Do	Philadelphia.
Do	Newport.	Do	Pottsville.
Do	Paducah.	Do	Scranton.
Maine	Bangor.	South Carolina	Charleston.
Do	Biddeford.	Tennessee	Memphis.
Do	Portland.	Texas	Galveston.
Massachusetts	Adams.	Do	Jefferson.
Do	Cambridge.	Vermont	Burlington.
Do	Chelsea.	Virginia	Norfolk.
Do	Gloucester.	Do	Richmond.
Do	New Bedford.	Wisconsin	Milwaukee.
Do	Newton.	Do	Oshkosh.
Do	Weymouth.	Utah Territory	Salt Lake City.
Michigan	Adrian.		

TABLE III.—Statistics of normal schools for 1874; from replies to inquiries by the United States Bureau of Education.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; signifies no returns.

Number.	Name.	Location.	Date of organization.	Principal.	Appropriation for the first year.				Number of instructors.			Number of students.			Graduates in the last year.	
					State.	County.	City.	State appropriation per capita of pupils in the past year.*				Total.	Male.	Female.	Whole number.	Number who have engaged in teaching.
			2	4	5	6	7	8	9	10	11	12	13	14		
1	State Normal School	Florence, Ala.	1873	S. P. Rice	\$5,000					4	97	97				
2	Trust Normal Institute	Huntsville, Ala.	1871	R. S. Trust	1,000			\$7 00		5	150	60	90			
3	Marion Normal University	Marion, Ala.	1874	George N. Card	2,000					3	85	40	45			
4	State Normal School	Montgomery, Ala.														
5	State Normal School	Selma, Ala.														
6	Normal department, Talladega College	Talladega, Ala.	1869	A. A. Safford, A. M.	0	\$0	\$0	0	10	112	66	46	0			
7	Normal department, Arkansas Industrial University	Pine Bluff, Ark.	1871	N. P. Gates		0	0	0	2	53	19	34	0			
8	Pine Bluff Normal Institute	Pine Bluff, Ark.	1870	M. W. Martin		0	0	0	3	150	73	77	0			6
9	State Normal School	San Jose, Cal.	1861	Charles H. Allen, A. M.	15,000	0	0		6	234	36	198	33			30
10	Connecticut State Normal School	New Britain, Conn.	1850	Isaac N. Carlton, A. M.	12,000	0	0	64 00	7	180	24	156	43			40
11	Normal department of Delaware College	Newark, Del.	1863	William H. Furnell, LL. D.	3,000	0	0	200 00	6	15	8	7				
12	Delaware State Normal University	Wilmington, Del.	1866	John C. Harkness, A. M.	0	0	0	0	10	115	157	38				
13	Normal department of Atlanta University	Atlanta, Ga.	1869	Thos. N. Chase, A. M., acting president.		0	0	0	8	129	83	46	4			4
14	Haven Normal School	Waynesboro', Ga.	1863	C. W. McMahon	0	0	0	0	3	162	109	53	0			
15	Evangelical Lutheran Teachers' Seminary	Addison, Ill.	1861	J. C. W. Lindemann		0	0	0	4	99	99		13			
16	Southern Illinois Normal University	Carbondale, Ill.	1874	Robert Allen	15,000	0	0	24 31	11	200	75	125	0			0
17	Chicago Normal School	Chicago, Ill.	1836	Edward C. Delano			6,922		7	100	6	100	32			32
18	Cook County Normal School	Englewood, Ill.	1867	D. S. Wentworth		13,500		458 57	8	359	95	253	38			37
19	Normal department of Eureka College	Eureka, Ill.	1855	A. M. Weston, A. M.	0	0	0	0	6	36	22	14	4			3
20	Northwestern German-English Normal School	Galeana, Ill.	1868	Prof. B. F. Merlen		0	0	0	5	165	139	26	4			3
21	Normal University of the State of Illinois	Normal, Ill.	1857	Richard Edwards, LL. D., president.	28,957	0	0	40 94	644	708	364	341	24			22
22	Peoria County Normal School	Peoria, Ill.	1868	S. H. White	0	4,650		0		4	114	32	82			6
23	Northwestern Normal School	Kontland, Ind.	1873	B. F. Niesz						2						0

b Also 86 pupil-teachers.

* Exclusive of appropriations for permanent objects.

a County appropriation per capita.

48	City Normal School.....	Boston, Mass	1873	7,500	60,00	6,109	35	74	22	21
49	Massachusetts Normal Art School.....	do	1873	13,000	0	0	0	0	0	0
50	State Normal School.....	Bridgewater, Mass	1840	18,000	0	0	0	0	0	0
51	Framingham State Normal School	Framingham, Mass	1830	10,000	0	0	0	0	0	0
52	State Normal School	Salem, Mass	1839	13,000	46 93	13 277	106	38	51	36
53	Westfield State Normal School.....	Westfield, Mass	1839	14,000	0	0	0	0	0	0
54	Massachusetts State Normal School.....	Worcester, Mass	1839	14,000	0	0	0	0	0	0
55	Central Normal School.....	Leoni, Jackson County, Mich	1874	14,000	0	5	69	3	66	36
56	Michigan Normal School.....	Ypsilanti, Mich	1852	17,500	0	0	0	0	0	0
57	State Normal School at Mankato.....	Mankato, Minn	1868	9,000	0	0	0	0	0	0
58	State Normal School at St. Cloud.....	St. Cloud, Minn	1869	9,000	0	0	0	0	0	0
59	First State Normal School.....	Winona, Minn	1864	11,000	0	0	0	0	0	0
60	Mississippi State Normal School.....	Holly Springs, Miss	1870	5,000	0	0	0	0	0	0
61	Normal department of Tongaboo University	Tombaloo, Miss	1868	4,500	0	0	0	0	0	0
62	Normal Institute.....	Bellair, Mo	1868	2,500	0	0	0	0	0	0
63	Southeast Missouri Normal School.....	Cape Girardeau, Mo	1873	13,000	43 86	21 137	60	73	0	48
64	College of Normal Instruction, University of Missouri	Columbia, Mo	1868	13,000	0	8 183	148	37	15	8
65	Fruitland Normal Institute.....	Jackson, Mo	1864	5,000	0	0	0	0	0	0
66	Normal department of Lincoln Institute.....	Jackson City, Mo	1866	10,000	0	0	0	0	0	0
67	North Missouri State Normal School.....	Kirkville, Mo	1867	10,000	1 40	20 701	417	254	40	36
68	Normal School.....	St. Louis, Mo	1857	10,000	0	0	15,745	190	41	31
69	South Missouri State Normal School.....	Warrensburg, Mo	1870	10,000	25 00	18 000	398	189	209	41
70	Nebraska State Normal School.....	Peru, Neb	1867	7,000	18 00	8 347	159	188	1	24
71	New Hampshire State Normal School.....	Plymouth, N. H	1870	5,000	600	23 79	2 118	84	34	31
72	Paranum Preparatory School, normal department.....	Plymouth, N. J	1856	1,200	0	7 17	1 16	0	0	0
73	State Normal School.....	Albany, N. J	1854	20,000	0	0	60 00	33 269	35 234	31
74	New York State Normal School.....	Trenton, N. J	1843	1,800	0	16 324	0	0	0	0
75	State Normal School.....	Brookport, N. Y	1867	18,000	61 85	18 291	68	223	30	10
76	State Normal School.....	Buffalo, N. Y	1871	18,000	0	60 00	11 303	42 261	35 30	30
77	State Normal and Training School.....	Cortland, N. Y	1869	18,000	45 11	14 399	158	241	21 20	20
78	Predonia State Normal and Training School	Predonia, N. Y	1866	18,000	0	0	34 52	15 199	30 25	25
79	State Normal School.....	Genesee, N. Y	1871	18,000	0	0	0	0	0	0
80	Female Normal College.....	New York, N. Y	1870	18,000	0	0	0	0	0	0
81	Oswego State Normal and Training School.....	Oswego, N. Y	1861	18,000	0	0	0	0	0	0
82	State Normal and Training School.....	Potsdam, N. Y	1863	18,000	0	0	41 95	14 429	67 362	73 73
83	Elmhurst Teachers' Institute.....	Little River P. O., N. C	1872	18,000	61 01	24 295	96	199	19 16	16
84	Normal department of Shaw University.....	Raleigh, N. C	1872	18,000	0	0	0	0	0	0
85	Northwestern Ohio Normal School.....	Ada, Ohio	1871	18,000	0	0	0	0	0	0
86	Cincinnati Normal School.....	Cincinnati, Ohio	1868	18,000	46 411	8 316	199	117	20 11	11
87	Northwestern Normal School.....	Potsdam, Ohio	1870	18,000	0	0	0	0	0	0
88	Hopdale Normal School.....	Hopdale, Ohio	1852	18,000	1,800	9 400	250	150	6 5	5
89	National Normal School, teachers' department.....	Lakewood, Ohio	1853	18,000	0	0	0	0	0	0
90	National Reserve Normal School.....	Milan, Ohio	1832	18,000	0	0	17 143	98 71	2 9	9
91	Normal department of Mount Union College.....	Mount Union, Ohio	1846	18,000	0	0	3 143	75 68	60 55	55
92	Orwell Normal Institute.....	Orwell, Ohio	1865	18,000	0	0	0	0	0	0
93	Ohio Central Normal School.....	Worthington, Ohio	1871	18,000	0	0	13 345	100 92	2 2	2
94	Normal department of Wilberforce University.....	Xenia, Ohio	1872	18,000	0	0	6 22	110 13	4 4	4

From Report of Commissioner of Education for 1873.

the Buildings burned September, 1874; "school temporarily closed.

Of this sum \$3,045 was repaid to the city by the services of undergraduates in the practice schools.

Exclusive of appropriations for permanent objects.

**Exclusive of
For 2 years.**

For 2 years.
To be received.

TABLE III.—Statistics of normal schools for 1874, &c.—Continued.

Number.	Name.	Location.	Date of organization.	Principal.	Appropriation for the last year.				Number of students.			Graduates in the last year.	
					State.	County.	City.	State appropriation per capita of pupils in the past year.*	Total.	Male.	Female.		Whole number.	Number who have engaged in teaching.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
95	Normal course in Pacific University†	Forest Grove, Oreg.	1871	A. J. Anderson, A. M.	0	\$0	\$0 00	6	5				
96	Bloomsburg State Normal School and Literary Institute.	Bloomsburg, Pa.	1869	Dr. T. L. Griswold, A. M.	5,000	0	0	12	272	156	116	10	10
97	Northwestern State Normal School	Edinboro', Pa.	1861	J. A. Cooper	5,000	0	0	9	533	297	286	16	15
98	Indiana Normal School of Pennsylvania a	Indiana, Pa.	1870	Silas M. Clark, secretary	10,000								
99	Keystone State Normal School	Kutztown, Pa.	1866	Rev. A. R. Horne, A. M.	12,000		21 00	13	507	441	66	19	16
100	Central State Normal School	Lockhaven, Pa.	1870	S. D. Ball, sec'y board trustees	610,000	6	0	0					
101	Normal department of Lincoln University	Lower Oxford, Pa.											
102	State Normal School	Mansfield, Pa.	1862	Rev. J. N. Fradenburgh, A. M., Ph. D.	10,000	0	0	16	504	282	222	18	17
103	Millersville Normal School	Millersville, Pa.	1859	Edward Brooks, A. M.	6,603	0	0		24	827	547	260	35
104	Southwestern Normal College c.	Sagamore, Washing- ton County, Pa.	1865	C. L. Ehrenfeld	5,400	0	0		7	226		0	
105	Snyder County Normal Institute.	Snyder's Grove, Pa.	1872	Wm. Noetting, A. M.	0	0	0	1	43	38	5		0
106	Cumberland Valley State Normal School	Shippensburg, Pa.	1873	George P. Beard	5,000	0	0		16	342	234	108	24
107	Westchester State Normal School	Westchester, Pa.	1871	George L. Maris	11,587		16 00		15	330	159	171	10
108	Rhode Island State Normal School	Providence, R. I.	1871	J. C. Greenough, A. B.	10,000	0	0	0	12	141	7	134	39
109	Avery Normal Institute	Charleston, S. C.	1865	James T. Ford		0	0	0	4	91	32	59	10
110	State Normal School	Columbia, S. C.	1874	Mortimer A. Warren	15,000	0	0	0	10	36	6	30	0
111	Freedmen's Normal Institute of East Tennessee.	Maryville, Tenn.	1872	Wm. P. Hastings	d(91 88)	0	1 00	3	178	92	86	0	0
112	New Providence Institute	Memphis, Tenn.		S. Z. Sharp	0	0	0	4	120	64	56	0	0
113	Le Moyne Normal School	Memphis, Tenn.	1871	A. J. Steele	0	0	0	6	100	115	175	0	0
114	Normal class of Fisk University	Nashville, Tenn.	1866	A. K. Spence	0	0	0	0	6	175	85	90	16
115	Normal department of Central Tennessee College	Nashville, Tenn.	1866	Rev. J. Braden, A. M.	0	0	0	0	3	78	43	35	
116	State Normal School	Castleton, Vt.	1867	Edward J. Hyde	1,500	0	10 00	7	79	9	70	30	20
117	Johnson Normal School	Johnston, Vt.	1867	H. S. Perrigo, A. M.	1,500	0	13 93	6	109	34	75	4	3
118	State Normal School	Randolph, Vt.	1867	Edward Conant	1,500	120	7 60	4	213	76	137	56	50
119	Hampton Normal and Agricultural Institute.	Hampton, Va.	1872	S. C. Armstrong	e(10,360)	0	0	0	e43 71	13	237	152	85

120	Richmond Normal School.....	1860	R. M. Manly, A. M.....	0	0	0	0	5	115	281	87	16	13
121	Fairmount State Normal School.....	1863	J. G. Blair, M. D., L.L. D.....	2,500	0	0	30 00	4	107	76	37	19	18
122	Glenville State Normal School.....	1873	Louis Bennett.....	.....	.....	.....	.....	3	122	67	55	.....	6
123	Stover Normal School.....	1868	Rev. N. C. Brackett, A. M.....	0	0	0	0	6	156	84	72	6	8
124	Marshall College.....	1863	A. D. Chesterman.....	.....	.....	.....	.....	3	70	42	28	9	.....
125	Teachers' class in West Virginia University.....	1867	Prof. F. S. Lyon, A. M.....	.....	.....	.....	.....	1	24	91	0	7	.....
126	Shepherd College.....	1872	Joseph McMurray, A. M.....	.....	.....	.....	.....	4	145	71	74	.....	.....
127	West Liberty State Normal School.....	1870	James E. Morrow, A. M.....	0	0	0	0	4	35	28	27	5	8
128	Wisconsin State Normal School.....	1871	G. S. Albee, president.....	17,363	0	0	0	11	263	162	156	0	0
129	Wisconsin State Normal School.....	1866	Edwin A. Charlton, A. M.....	19,648	0	0	0	10	195	83	112	10	8
130	Holy Family Teacher's Seminary †.....	1871	Rev. Jos. Selzmann, D. D.....	0	0	0	0	6	58	.....	.....	.....	.....
131	Normal School.....	.....	River Falls, Wis.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
132	State Normal School.....	1868	Oliver Arey, A. M.....	16,538	0	0	0	11	358	160	198	15	.....
133	Normal department of Howard University.....	1867	Thomas Robinson.....	.....	.....	.....	.....	4	141	84	57	7	3
134	Normal School.....	1873	Miss Lucilla E. Smith.....	.....	.....	.....	2,000	3	20	0	20	17	17

* Exclusive of appropriations for permanent objects.

† From Report of Commissioner of Education for 1873.

a Building not completed; school to open May 1, 1873.

b On condition that a like amount be secured by subscription; buildings not yet completed.

c Reorganized as a State normal school in 1874.

d From public school fund.

e Interest on agricultural college land scrip fund.

TABLE III.—*Statistics of normal schools for 1874, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 indicates no or none; indicates no returns received.

Number.	Number of years in course.	Number of weeks in scholastic year.	Volumes in library.			Is drawing taught?	Has the school a collection of models, casts, apparatus, and examples for free-hand drawing?	Vocal.	Instrumental.	Is music taught?	School possesses a chemical laboratory?	School possesses a philosophical cabinet and apparatus?	School possesses a museum of natural history?	School possesses a gymnasium?	Model school attached to the institution?	Students receive diplomas on completion of course?	Graduates teach in State common schools without further examination?	Scholastic year begins—	Time of anniversary.
			Whole number.	Increase in the past year.	Pedagogical works.														
15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
1	3	42	1,000					0	0	0	0	0	0	0	0	x	x	September, first Wednesday	June, last Thursday.
2	4	36	300		3	120	0	0	0	0	0	0	0	0	0	0	0	October 1	June 19.
3	6	36				100	x	0	0	0	x	x	0	0	0	x	x	do	June 15.
4																			
5	4	39																	
6	4	39				109	0	0	x	x	0	0	0	0	0	x	0	October 1	June.
7	3	40			2		0	0	0	0	0	0	0	0	0	x	0	September 3	June 18.
8	3	36	0	0	15	9	x	0	0	0	0	0	0	0	x	x	0	October, first Monday	June 18.
9	4	40	1,000	50	200	300-350	x	0	0	0	0	0	0	0	x	x	0	June 10	March 23.
10	2	40	500		10		x	0	0	0	0	0	0	0	x	x	0	September	June.
11	3	40			16	275	0	0	x	x	x	x	0	0	x	x	0	September, first Wednesday	June, first Wednesday.
12	3	40			17	46	x	0	0	0	0	0	0	0	x	x	0	September, first Monday	May, first Friday.
13	3	39	600	100	30	103	0	0	0	0	0	0	0	0	0	0	0	September 30	June 24.
14	3	38	38	0	0		0	0	0	0	0	0	0	0	0	0	0	September, first Monday	June 24.
15	4	40			10	100-130	x	0	0	0	0	0	0	0	x	x	0	September 1	June 29.
16	3	39	500	25	100		x	x	x	x	x	x	x	x	x	x	0	September, first Monday	June, second Thursday.
17	3	39	750	750	0		x	x	0	0	0	0	0	0	x	x	0	do	June, last week.
18	2	40	100		2		x	x	x	x	x	x	x	x	x	x	0	June and December	June 10.
19	3	40	236	6	25	130	0	0	0	0	0	0	0	0	0	0	0	do	June 18.
20	3	37	600	25	30	200	0	0	0	0	0	0	0	0	x	x	0	September 8	June 25.
21	3	40	100	0	2	180-200	x	0	0	0	0	0	0	0	x	x	0	September, first Monday	June 20.
22	3	40	1,500		5	98-301	x	0	0	0	0	0	0	0	0	0	0	September 13	June 11.
23	2	40	335	45	65	20-150	0	0	0	0	0	0	0	0	0	0	0	September, first Wednesday	June, last week.
24	4	39	1,200			175	x	0	0	0	x	x	x	0	0	0	0	September 10	July 10.
25	4	41	1,000	500	30	150-300	x	0	0	0	x	x	x	0	0	0	0		

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[illegible]

a After one year of successful teaching, if diploma is countersigned by the superintendent of public instruction.

MEMORANDA.

Normal department Napa Collegiate Institute, Napa, Cal., included in statistics of Napa Collegiate Institute, (see Table VI.) normal department Northwestern College, Naperville, Ill., not a distinct department; normal department Iowa College, Grinnell, Iowa, not a distinct department; Howard Normal College, Baltimore, Md., name changed to "Baltimore Normal School for the Education of Colored Teachers;" Worcester Normal and Training School, Worcester, Mass., discontinued in consequence of the establishment of the State Normal School.

TABLE IV.—Statistics of commercial and business colleges for 1874; from replies to inquiries by the United States Bureau of Education.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of students.				Vols. in library.	Number of years in course.	Number of weeks in scholastic year.	Annual cost of tuition for each student.	Scholastic year begins—					
						Male.	Female.	Total.	In German.						In French.	In Spanish.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
1	Commercial class of St. Ignatius College.	San Francisco, Cal.																	
2	Heald's Business College.	San Francisco, Cal.	1864		E. P. Heald.	12	3459	421	38	17	26	21			1, 2	52	\$125		
3	Pacific Business College.	San Francisco, Cal.	1864		M. K. Landen	9	1354	343	11						1-1	52	130-150		
4	San José Business College.	San José, Cal.																	
5	Moore's Southern Business University.	Atlanta, Ga.	0	1858	B. F. Moore, A. M.	4	202	200	2	0	0	0				52	50		
6	The Eastman Atlanta Business College.*	Atlanta, Ga.		1871	R. J. Magee.	1	90	80	10							52	60		
7	Business course of Bowdoin College.	Bowdoin, Ga.	1857	1856	Rev. F. H. M. Henderson, A. B., president.	2	8	7	1							40	54	Aug. 3d Thurs.	
8	Bloomington Business University.	Bloomington, Ill.		1865	M. De La Brown.	3	0	89	81	8	0	0	70	20	1	41	50	September.	
9	Commercial course of St. Victor's College.*	Bourbonnais, Ill.		1865	Rev. Th. Roy, C. S. V.	9	60	60	0	15	94	0	300		3	40	40		
10	Champaign City Business College.	Champaign, Ill.		1870	J. C. Thomas.	1	21	20	1						3	52	40	September.	
11	Commercial course of St. Ignatius College.	Chicago, Ill.	1870	1870	Rev. F. Coosemans, S. J.	2	79	79							4	40	60	September 1.	
12	H. B. Bryant's Chicago Business College.	Chicago, Ill.		1850	H. B. Bryant.	7	2450	400	50	75			260		2	52	100	Sept., 1st Mon.	
13	Commercial department of Eureka College.	Eureka, Ill.	1855	1863	A. M. Weston, A. M., president.	6	0	70	61	9	36	0	0	2, 600	25	1	37	30	Sept., 1st Mon.
14	Western Business College.	Galesburg, Ill.	1865	1864	J. M. Martin & Bro.	3	177	135	42				75		1	52	50	September.	
15	Jacksonville Business College.	Jacksonville, Ill.		1866	Prof. R. C. Crumpton, A. M., and G. W. Brown.	7	141	120	21				100	25	1	36	50	Sept., 1st Thurs.	
16	Joliet Business College.	Joliet, Ill.	1866	1866	H. Russell.	2	315	275	40				600	50	2	50	35	September 1.	
17	Union Business College.	Monmouth, Ill.		1869	Jos. A. Giles.	2	41	40	1						10 mos.	52	45	September 1.	
18	Northwestern Business College.*	Naperville, Ill.		1871	J. George Cross, A. M.	7	0	25	25	0	4	0			1	39	50	September 1.	
19	Cole's Business College.	Peoria, Ill.		1863	A. J. Cole.	2	3350	300	50				1		1	42	75	Sept., 1st Mon.	
20	Gon City Business College.	508-510 Maine street, Quincy, Ill.		1865	G. L. Howe and D. L. Musselman.	4	0	220	100	60			50		1	52	50		
21	Rockford Business College.	Rockford, Ill.		1866	F. E. Arnold.	1	139	128	11						36			September 1.	
22	Rock Island Business College.	Rock Island, Ill.		1871	Theophilus A. Frey.	4	80	70	10	5	20		20	5	3-2	46	60	August 8.	
23	Springfield Business College.	Springfield, Ill.		1862	S. Bogardus.	3	93	90	3				100		3-5	45	65	Sept., 1st Mon.	

24	Evansville Commercial College	Corner Third and Main streets, Evansville, Ind.	1850	John J. Kleiber and E. J. Wright	41	336	356	52	40
25	Bryant & Stratton's Practical Business College and Telegraph Institute	41 South Meridian street, Indianapolis, Ind.	1871	A. L. Southard and C. G. Koerner	71	1 600	530	100	52
26	College of Business of Northwestern Christian University	Indianapolis, Ind.	1871	C. E. Hollenbeck	3	1	26	0	39
27	Star City Business College	La Fayette, Ind.	1866	P. W. Kennedy	2	0	120	0	40
28	Hall's Business College	Logansport, Ind.	1847	E. A. Hall	3	93	78	17	40
29	Commercial department of University of Notre Dame	Notre Dame, Ind.	1844	Patrick S. Colovin, C. S. C.	6	0	200	200	42
30	Terre Haute Commercial College	Terre Haute, Ind.	1862	R. Garvin & A. W. Heinly	3	1	300	250	60
31	Bartington Business College	Burlington, Iowa	1865	D. Burgess	7	420	400	20	52
32	Clinton Commercial College and Normal Training-School	Clinton, Iowa	1870	John Riley	3	290	230	60	39
33	Davenport Business College	Davenport, Iowa	1875	A. J. Montague and D. R. Lillibridge	7	200	250	10	52
34	Baylee's Commercial College	Dubuque, Iowa	1856	C. Baylee	4	1	271	240	52
35	Hurd's National Business College of the Upper Iowa University	Fayette, Iowa	1856	Prof. H. E. Hurd	5	255	5	1	20 & 25
36	Iowa Central Business College	Independence, Iowa	0	D. A. McArthur	2	0	101	58	44
37	The Baylies Mercantile College	Keokuk, Iowa	1859	W. H. Miller	4	1	400	1	32
38	Union Commercial Institute	Mt. Pleasant, Iowa	1855	L. W. Jume	2	1	27	14	36
39	Western Business College	Leavenworth, Kans	1859	W. H. Skillman	2	121	94	27	52
40	Western Business College	Topeka, Kans.	1867	M. A. Pond	1	58	46	12	60
41	Commercial College of Kentucky University	Lexington, Ky	0	Horace P. Perrin, LL. B.	4	0	88	88	40
42	Bryant & Stratton Business College	Louisville, Ky	1855	J. W. Warr and J. P. Burton	4	264	234	30	52
43	Dolbear's Commercial College	New Orleans, La.	0	J. W. Blackman	3	0	500	470	160
44	J. W. Blackman's Commercial College	New Orleans, La.	1862	George Soule, M. A.	7	0	215	215	150
45	Soule's Commercial College and Literary Institute	Corner St. Charles and La Fayette streets, New Orleans, La.	1861	D. M. Waitt	1	1	200	175	44
46	Dirigo Business College	Water street, Augusta, Me.	1867	L. A. Gray	3	0	163	151	75
47	Portland Business College	Portland, Me.	1863	W. H. Sadler	7	0	389	359	20
48	The Bryant, Stratton & Sadler's Business College	Baltimore, Md	1864	H. E. Hilbard	9	3	184	0	44
49	Bryant & Stratton Commercial School	Boston, Mass.	0	George N. Comer, A. M., president	12	3	560	455	52
50	Comer's Commercial College	490 Washington street, Boston, Mass.	1840	Charles Froueh, A. M.	3	0	80	56	48
51	Sawyer's Business College	Boston, Mass.	0	E. F. Carter, A. M.	1	33	33	33	40
52	Froueh's Union Business College	460 Washington street, Boston, Mass.	1849	Prof. C. E. Pond	3	1	113	100	100
53	Carter's Commercial College	Pittsfield, Mass.	0	J. H. Goldsmith	8	300	292	8	40
54	Ann Arbor Business College	Ann Arbor, Mich.	1873	J. H. Goldsmith	3	1	113	100	100
55	Goldsmith's Bryant & Stratton Business University	Detroit, Mich.	1857	J. H. Goldsmith	8	300	292	8	40

e Time unlimited.

b Life scholarship.

a Commercial scholarship.

* From Report of Commissioner of Education for 1873.

TABLE IV.—Statistics of commercial and business colleges for 1874, &c.—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of students.				Vols. in library.		Number of years in course.	Number of weeks in scholastic year.	Annual cost of tuition for each student.	Scholastic year begins—			
						Male.	Female.	Instructors.	Total.	Male.	Female.					In German.	In French.	In Spanish.	Whole number.	Increase in the past year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
56	Mayhew Business College.	Detroit, Mich.	1860	Ira Mayhew, A. M.	3	225	200	25	—	—	—	500	100	1	52	\$40		
57	Parsons's Business College*.	East Saginaw, Mich.	1866	A. C. Parsons, A. M.	2	91	88	8	—	—	—	—	—	1	40	75		
58	Grand Rapids Business College and Telegraph Institute.	Grand Rapids, Mich.	1866	C. G. Swensberg	3	240	200	40	—	—	—	—	—	(c)	52	50-100		
59	Commercial and telegraphic department of Hillsdale College.	Hillsdale, Mich.	1853	Alexander C. Rideout	3	139	141	52	—	—	—	—	—	3	42	a30	September 1.	
60	Jackson Business College.	Jackson, Mich.	1870	G. M. Devlin	3	71	60	11	—	—	—	—	—	—	52	40		
61	Kalamazoo Business College.	Kalamazoo, Mich.	1869	W. F. Parsons	2	132	128	14	—	—	—	200	—	2	52	40	January 1.	
62	Lansing Business College.	Lansing, Mich.	1867	H. P. Bartlett	1	110	83	27	—	—	—	0	—	—	42	30	September 1.	
63	Port Huron Business College.	Port Huron, Mich.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
64	International Business College.	Corner 3d and Jackson sts., St. Paul, Minn.	0	1865	W. A. Faidis	5	623	342	11	—	—	121	—	1	51	75	January 2.	
65	Spalding's Commercial College.	712 Main street, Kansas City, Mo.	1867	1865	J. T. Spalding, A. M.	10	230	197	33	5	3	210	—	3	52	975		
66	Parsons Commercial College	Louisiana, Mo	1869	1869	B. F. Parsons	3	435	75	60	20	—	275	75	3	52	—		
67	Bryant's Business College.	St. Joseph, Mo	0	1864	Thomas J. Bryant, LL.B.	3	0	153	0	0	0	400	0	—	52	30-50		
68	Commercial department of St. Louis University.	St. Louis, Mo	1832	1829	Rev. I. B. Bashart, S. J., president.	4	154	154	—	90	30	0	—	4	49	60	Sept., 1st Mon.	
69	Carpenter's Bryant & Stratton Business and Telegraph College*	St. Louis, Mo.	—	1859	W. M. Carpenter	6	939	246	27	—	—	—	—	—	52	—		
70	Jones Commercial College	St. Louis, Mo	1849	1841	Jonathan Jones, pres't.	9	1389	359	30	—	—	200	—	—	52	15-45		
71	Mound City Commercial College	210 North Fourth street, St. Louis, Mo.	1861	1859	Thomas A. Rice, pres't.	6	250	—	—	—	—	—	—	—	52	—		
72	Great Western Business College	Omaha, Nebr.	—	1873	George R. Rathbun	—	135	118	17	—	—	—	—	—	52	100		
73	Gaskell's Business College.	Manchester, N. H.	—	1865	George A. Gaskell	3	378	300	78	—	—	—	—	—	40	65-125	September 14.	
74	Business College and Classical Academy.	Elizabeth, N. J.	—	1872	James H. Lansley, Ph. D.	3	76	60	16	6	5	550	125	—	40	—		
75	Business College.	Newark, N. J.	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
76	Trenton Business College.	Trenton, N. J.	0	1865	W. B. Allen	4	977	271	6	—	—	—	—	—	43	60	September 1.	
77	Albany Business College.	Albany, N. Y.	—	1857	E. G. Folsom, A. M.	4	214	193	21	—	—	—	—	—	3	—		
78	Brown's Business College.	293 Fulton street, Brooklyn, N. Y.	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
79	Clark's Bryant & Stratton Business College.	Brooklyn, N. Y.	—	1862	S. A. Clark	3	126	124	2	—	—	175	—	1	48	100	August, 1st Mon.	

		1854	1855	David H. Cochran, Ph. D., LL. D., president.	10	9	9	1	40	September 16.
80	Commercial course of Brooklyn Collegiate and Polytechnic Institute.	0	1866	George W. French	1	1	134	52	0	0
81	French's Business and Telegraph College.	0	1866	George W. French	1	1	134	52	0	0
82	Normal Business College.	0	1866	George W. French	1	1	134	52	0	0
83	Bryant's Buffalo Business College.	0	1866	George W. French	1	1	134	52	0	0
84	Commercial department of St. Joseph's College.	0	1866	George W. French	1	1	134	52	0	0
85	Elmira Commercial College.	0	1866	George W. French	1	1	134	52	0	0
86	Hudson Business College.	0	1866	George W. French	1	1	134	52	0	0
87	Commercial department of the College of St. Francis Xavier.	0	1866	George W. French	1	1	134	52	0	0
88	Dolbear's Commercial College.	0	1866	George W. French	1	1	134	52	0	0
89	Packard's Business College.	0	1866	George W. French	1	1	134	52	0	0
90	Paice's Business College.	0	1866	George W. French	1	1	134	52	0	0
91	West Side Business College.	0	1866	George W. French	1	1	134	52	0	0
92	Eastman's Business College.	0	1866	George W. French	1	1	134	52	0	0
93	Rochester Business University.	0	1866	George W. French	1	1	134	52	0	0
94	Bryant & Stratton Business College.	0	1866	George W. French	1	1	134	52	0	0
95	Bryant & Stratton Troy Business College.	0	1866	George W. French	1	1	134	52	0	0
96	Utica Business College.	0	1866	George W. French	1	1	134	52	0	0
97	Commercial department of Waco Forest College.	0	1866	George W. French	1	1	134	52	0	0
98	Akron Business College.	0	1866	George W. French	1	1	134	52	0	0
99	Commercial department of St. Xavier College.	0	1866	George W. French	1	1	134	52	0	0
100	Gundry's Business College.	0	1866	George W. French	1	1	134	52	0	0
101	Nelson's Business College.	0	1866	George W. French	1	1	134	52	0	0
102	Union Business College.	0	1866	George W. French	1	1	134	52	0	0
103	Columbus Business College.	0	1866	George W. French	1	1	134	52	0	0
104	Miami Commercial College.	0	1866	George W. French	1	1	134	52	0	0
105	Mount Union Business College.	0	1866	George W. French	1	1	134	52	0	0
106	Union Business College.	0	1866	George W. French	1	1	134	52	0	0
107	Moore's Business College.	0	1866	George W. French	1	1	134	52	0	0

* From Report of Commissioner of Education for 1873.

a Commercial scholarship.

b Life scholarship.

c Time unlimited.

		1847	1852	O. P. De Land.	1	62	59	3	2	32	42-54	Sept., 3d Wed.
130	Commercial department of Lawrence University.	Appleton, Wis.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
131	Fond du Lac Commercial College.	Fond du Lac, Wis.	.....	1861	.....	2,230	180	40	25	0	25	.....
132	Green Bay Business College.	Green Bay, Wis.	.....	1868	.....	3	1	.....	.....	.....	52	.....
133	Janesville Commercial College.	Janesville, Wis.	.....	1866	.....	3	158	127	31	0	10	0
134	Northwestern Business College.	Madison, Wis.	.....	1865	.....	4	2	152	125	27	4	1
135	Commercial department of Milton University.	Milton, Wis.	.....	1867	.....	3	1	43	40	3	.....	.....
136	Spencerian Business College.	Milwaukee, Wis.	.....	1870	.....	4	1,267	246	21	0	0	150
137	Spencerian Washington Business College.	Corner Seventh and L streets N. W., Washington, D. C.	0	2	1,196	117	79
138	Morgan Business College*.	Salt Lake City, Utah	1866	4	338	314	67	350

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b Life scholarship.

MEMORANDA.

Iowa Business College, Maquoketa, Iowa, discontinued; Hamilton Commercial College, Hamilton, Mo., not found; Capitol Business College, St. Louis, Mo., discontinued; Thompson's Business College, New York, N. Y., not found; Business College, Philadelphia, Pa., not found; Union Business College, Philadelphia, Pa., see Peirce's Union Business College, (identical); Lebanon Business College and Telegraph Institute, Lebanon, Tenn., see Business College and Telegraph Institute of Cumberland University, (identical); Commercial Business College, Washington, D. C., closed; Commercial Business School of Howard University, Washington, D. C., this department closed.

TABLE V.—*Statistics of Kindergärten for 1874; from replies*

Number.	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
1	2	3	4	5	6	7	8	
1	Kindergarten.....	New Haven, Conn.....	1874	Miss Martha L. Stearns	0	8	3-7	3
2	University Square Kindergarten.	571 Cottage Grove avenue, Chicago, Ill.	1874	Mrs. John Ogden	7	13	3-7	3
3	West Side Kindergarten.	51 South Sheldon street, Chicago, Ill.	1871	Miss Sara Eddy.....	1	30	3-8	3
4	Kindergarten.....	104 Breckinridge street, Louisville, Ky.	1872	Miss Hattie F. Sawyer	1	26	4-7	4
5	Kindergarten of the German and English Academy.	Corner Second and Gray streets, Louisville, Ky.	1870	Miss B. Lauber	0	35	4-7	4-5
6	Bates Street Kindergarten.	Lewiston, Me	1874	Lucia A. Turner.....	0	27	3-7	5
7	Oak Street Kindergarten.	Lewiston, Me	1874	Anna G. Morse	0	20	3-6	5
8	Kindergarten branch of Friends' Elementary and High School.	190 North Eutaw street, Baltimore, Md.	1874	Eliza Otis Williams...	0	11	3-7	3
9	Kindergarten department of Mount Vernon Institute.	46 Mount Vernon Place, Baltimore, Md.	1872	Mrs. Wilhelmine O'Donnell.	1	18	3-9	3½
10	Kindergarten of Lasell Seminary.	Auburndale, Mass.....	1874	Miss Mary H. Weston	0	14	3-8	3
11	Charity Kindergarten.	225 Hanover street, Boston, Mass.	1874	Miss Eliza T. Hickey.	0	18	2½-6	3
12	Chauncy Hall Kindergarten.	Corner Bolyston and Dartmouth streets, Boston, Mass.	1874	Miss Augusta Curtis .	0	14	3-7	3
13	Kindergarten	151 West Brookline street, Boston, Mass.	1873	Miss Annie C. Rust...	0	14	3-7	3½
14	North End Mission Kindergarten.	201 North street, Boston, Mass.	1874	Miss Ida A. Noyes....	0	16	4-6	3
15	Private Kindergarten	98 Chestnut street, Boston, Mass.	1872	Mary J. Garland and Rebecca J. Weston.	0	24	3-7	3
16	Public Kindergarten..	Corner Somerset and Alston streets, Boston, Mass.	1869	Lucy H. Symonds.....	0	5	3-7	3
17	Follen Street Kindergarten.	Cambridge, Mass.....	1874	Mrs. Mary Mann.....	1	25	2½-6	3
18	Fröbel's Kindergarten	47 Seventh street, New Bedford, Mass.	1869	Miss Mary C. Peabody	0	16	3-7	4
19	Private Kindergarten	Northampton, Mass	1873	Lucy B. Hunt.....	1	14	4-9	3

to inquiries by the United States Bureau of Education.

Number of school days in the week.	Number of weeks in the session.	Number of sessions in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13	14
5	10	4	.....	Blocks, clay, weaving papers, sticks, slates, &c.	Favorable.
5	10	4	Sewing, building, weaving, stick-laying, drawing, pricking, folding, modeling, &c.	Large rooms, ruled tables, pictures, flowers, &c.	Physical development, manual skill, habits of clear thinking, order, precision, and attention.
5	10	4	Sewing, building with blocks, perforating, weaving, paper-folding, drawing, peas-work, &c.	Pleasant rooms, ruled tables, piano, plants, Kindergarten material, &c.	Harmonious growth of the physical, mental, and spiritual natures, and a love of work, order, and law.
5	36	1	Weaving, folding, laying tablets, interlacing slats, drawing, singing gymnastics, &c.	Wooden staves, blocks, sticks, mats, slates, paper for folding and drawing, tablets, pictures, &c.	Physical and mental development.
5	10	4	Those found in Fröbel's system of early education.	Complete Kindergarten appliances and apparatus.	
5	24 & 13	2	Playing with balls, building, weaving and folding paper, sewing, peas-work, reading, counting, printing, &c.	Low tables, single chairs, and material for occupations.	Freedom and grace of movement, command of language, and superior preparation for public schools.
5	24 & 14	2	Building, laying tablets, folding, interlacing, weaving, sewing, peas-work, &c.	.....do.....	Quickness and grace of movement, increased powers of observation, and mental development.
5	9	4	The use of Fröbel's "gifts," sewing, drawing, weaving, modeling, practical lessons in botany and natural history, &c.	Material for the occupations.	Development of the powers of application, perception, and reasoning.
5	40	1	Physical exercises, object-lessons, drawing, plaiting, weaving, sewing, molding, counting, spelling, &c.	Charts, pictures, games, Prang's chromos, and Fröbel's "gifts."	Wonderfully beneficial.
5	10	4	Drawing, stick-laying, weaving, building, modeling, singing, object-lessons, and counting.	Fröbel's "gifts".....	Beneficial.
6	52	1	Drawing, building, staff-laying, sewing, weaving, perforating, object-lessons, &c.	The usual appliances.....	Rapid and intelligent development.
5	38	1	Fröbel's regular course.....	.....	Eminently favorable.
5	18	2	Sewing, drawing, weaving, folding, stick-laying, modeling, object-lessons, and singing.	Ruled tables, blocks, slates, colored paper, sticks, &c.	Harmonious development; the mind is made active and the body is strengthened.
5	52	1	Sewing, weaving, block-building, paper-folding, pricking, modeling, and drawing.	.....	A marked improvement in the condition of the children.
5	36	1	Building, weaving, sewing, drawing, modeling, paper-folding, &c.	Kindergarten "gifts"....	Healthful.
6	20	2	Building, sewing, staff-laying, drawing, pricking, weaving, paper-folding, modeling.	Everything needed for Fröbel's system in a primary Kindergarten.	Mind and body are strengthened.
5	10	4	Sewing, weaving, block-building, pricking, slat-lacing, drawing, folding, counting, symbolic games, singing, &c.	Blocks, weaving material, cards, paper, slats, rings, balls, squared slates, pictures, peas, pointed sticks and wires.	Excellent.
5	10	4	Building, drawing, pricking, sewing, weaving, stick-laying, &c.	Blocks, rings, sticks, paper, &c.	Excellent; minds clearer and quicker in acting.
5	11 & 12	3	Fröbel's regular course.....	Fröbel's "gifts," pictures, and blackboards.	Mental and physical development, and ability for self-occupation.

TABLE V.—Statistics of Kinder

Number.	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
20	Wakefield Kindergarten.	Wakefield, Mass., (post-office address, Melrose.)	1874	M. I. Hersey.....	0	15	3-7	3
21	Kindergarten.....	West Newton, Mass.....	1872	Nina Moore.....	.....	12 3½	-6	3
22	The Worcester Kindergarten.	No. 1 Elm street, Worcester, Mass.	1871	Mrs. Anna B. Knox...	1	16	3-7	3
23	Kindergarten.....	Yarmouthport, Mass.....	1872	Alice Matthews.....	.....	10	4-8	3
24	Kindergarten of the German-American Seminary.	East Lafayette street, Detroit, Mich.	1867	Auguste Hinze.....	0	39	4-7	4
25	Kindergarten.....	Flint, Mich.....	1874	Miss Cornie S. Parker.	1	20	3-7	3
26	Kindergarten.....	28 Fountain street, Grand Rapids, Mich.	1873	Miss Mary D. Hyde...	0	20	3-8	3
27	Kalamazoo Kindergarten.	194 Main street, Kalamazoo, Mich.	1874	Miss Mary Conover...	1	13	3-8	3
28	Divoll Kindergarten..	Dayton street, St. Louis, Mo.	1874	Miss C. P. Dozier.....	3	46	4-6	3½
29	Des Pères School.....	South St, Louis, Mo.....	1873	Miss S. E. Blow.....	2	48	3-7	3½
30	Private Kindergarten.	Nashua, N. H.....	1874	Anna Held.....	0	20	3-7	3
31	Kindergarten of Hoboken Academy.	Hoboken, N. J.....	1862	Miss Louise Luther...	0	40	4-7	3-4½
32	Mothers' Kindergarten Association.	Montclair, N. J.....	1872	Miss Julia G. Smith..	1	20	3-8	3
33	Beacon Street German-English School.	Beacon street, Newark, N. J.	1872	Ida Leichhardt.....	2	67	3-7	5
34	Green Street School Kindergarten.	19 Green street, Newark, N. J.	1870	Ottillie Douai.....	2	80	3-7	5
35	Misses French and Randolph's Kindergarten.	116 Hamilton street, New Brunswick, N. J.	1871	Miss Kate S. French..	3	22	3-8	4
36	Kindergarten department of Lockwood's New Academy.	139 South Oxford street, Brooklyn, N. Y.	1870	Miss A. A. Coffin.....	.....	27	4	3
37	Remsen Street Kindergarten.	158 Remsen street, Brooklyn, N. Y.	1872	Mrs. A. W. Longfellow	2	30	3-7	4
38	American Kindergarten.	44 East Forty-third street, New York, N. Y.	1860	Miss E. M. Coe.....	5	55	3-12	4
39	Kindergarten of German-American School.	Eighty-fifth street, between Third and Lexington avenues, New York, N. Y.	1873	M. Gebhard.....	1	16	4-7	4
40	Kindergarten of German-American School.	244 East Fifty-second street, New York, N. Y.	1869	Miss E. von Briesen..	2	60	3-6	5

gärten for 1874, &c.—Continued.

Number of school days in the week.	Number of weeks in the session.	Number of sessions in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13	14
5	10	4	Building, weaving, sewing, pricking, folding, drawing, and modeling.	Ruled tables, chairs, black-boards, plants, and materials for the occupations.	Beneficial to mind and body; all organs and powers are developed harmoniously.
5	22-30	1	Drawing, weaving, modeling, exercises in rudimentary geometry and in arithmetic, and all Kindergarten occupations.	.....	.....
5	40	1	Fröbel's regular course, viz. pricking, sewing, weaving, drawing, modeling, &c.	Fröbel's "gifts," plants, pictures, checked tables, specimens for object-lessons, &c.	Harmonious and healthy progress.
6	12	3	.....	Kindergarten "gifts" ....	.....
5	11	4	Singing, marching, building, drawing, perforating, embroidery, weaving, folding, modeling.	Balls, sphere, cube and cylinder, blocks, sticks, rings, triangles, tablets, slates, paper, and clay.	Promotes physical and mental development.
5	12	3	.....	Fröbel's "gifts".....	.....
5	10	4	Fröbel's usual course .....	.....	Satisfactory.
5	10	4	Sewing, building, weaving, perforating, drawing, folding, modeling, free gymnastics, games, &c.	Checked tables, black-boards, balls, blocks, sticks, rings, paper, clay, &c.	It stimulates mental activity and promotes physical vigor.
5	20	2	Those instituted by Fröbel..	Kindergarten "gifts" and ruled tables.	Most excellent.
5	20	2	Regular Fröbel occupations.	Tables marked in squares; benches, and Kindergarten "gifts."	Most excellent.
6	17 & 26	2	Drawing, singing, gymnastics, building, folding, weaving, sewing, pricking, modeling, &c.	The usual material	It promotes a healthy and harmonious growth, a habit of attention, and a clear perception.
6	11	4	Fröbel's regular course.	Fröbel's "gifts"	Beneficial.
5	10	4	Fröbel's occupations, reading and writing.	Fröbel's "gifts," black-board, piano, tables, and a garden.	Mental and physical development and quickened observation.
5	47	1	Marching, singing, calisthenics, object-lessons, &c.	Fröbel's "gifts" .....	.....
5	12	4	All of Fröbel's occupations.	Fröbel's "gifts," piano, Prang's chromos, and staves.	.....
5	10	4	Fröbel's occupations, gymnastics, movement songs, gardening, and drawing.	Pleasant rooms, piano, tables, chairs, pictures, gardens, and all of Fröbel's "gifts."	Excellent progress without overtaxing the pupils.
5	10	4	Forming letters with sticks and blocks, object-lessons, counting, drawing, weaving, pricking, calisthenics, games, &c.	Blocks, card-board letters, spelling-stick, charts, triangles, wires with cork or beans, rings, paper, &c.	Excellent.
5	18	2	All of Fröbel's occupations ..	The "gifts" and material of Fröbel; also a cabinet and museum for illustration and object-lessons.	Harmonious and natural development of every faculty, and strength, agility, and healthfulness of body and mind.
5	10	2	All of Fröbel's occupations, reading, writing, arithmetic, geography, history, botany, natural history, and French.	Fröbel's "gifts," maps, charts, globes, &c.	Very satisfactory.
5	11	4	Fröbel's occupations.....	Fröbel's "gifts"	The best preparation for the common schools.
5	4	13	All the lessons connected with Fröbel's "gifts."	.....do	Harmonious development.

TABLE V.—Statistics of Kinder

Number.	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assist-ants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
1	2	3	4	5	6	7	8	
41	Kindergarten of Prof. John Kraus and Mrs. Kraus-Bölte.	1266 Broadway, New York, N. Y.	1872	Prof. John Kraus and Mrs. Maria Kraus-Bölte.	3	55	3-7	3½-4
42	P. W. Möller's German-American Institute.	336 West 29th street, New York, N. Y.	1872	Miss Caroline Hoffmann.	....	30	4-7	5
43	Kindergarten der Rochester Realschule.	7 and 9 Mortimer street, Rochester, N. Y.	1873	Hermann F. Pfäfflin.	1	20	4-7	6
44	Rochester Kindergarten.	3 South Union street, Rochester, N. Y.	1871	Miss Emma E. Dickinson.	2	40	4-8	4
45	Kindergarten department of Miss Bulkley's school.	Tarrytown, N. Y.	1874	Miss Alice H. Rankin.	....	12	3-8	3
46	Volks-Kindergarten ..	317 Main street, Cincinnati, Ohio.	1873	Therese Lochner .....	....	20	3-7	5
47	Volks-Kindergarten ..	466 Vine street, Cincinnati, Ohio.	1873	Miss Sophia Lochner..	1	30	3-6	6
48	Mt. Vernon Kindergarten.	612 North 13th street, Philadelphia, Pa.	1868	Mrs. E. K. Mulford...	2	30	4-12	4
49	Kindergarten of German and English Academy.	Milwaukee, Wis	1873	W. N. Hailmann.....	4	97	4-7	4-5
50	Kindergarten of the Northwest Side.	Milwaukee, Wis	1874	Emil Wallber, president.	3	70	3-6	3 & 5
51	South Side German and English Academy, No. 3.	Milwaukee, Wis	1875	Miss Clara Frodier...	3	26	4-7	6
52	West Side Kindergarten.	Milwaukee, Wis	1874	Miss Louise Dethloffs.	4	45	3-7	5
53	Le Droit Park Kindergarten.	Washington, D. C.	1874	Mrs. Louise Pollock...	1	16	3-7	3
54	The Misses Perleys' Kindergarten.	Corner of Fifth and Ists., Washington, D. C.*	1872	Miss Laura Garland..	1	26	4-7	4
55	School for Practical and Physical Culture, connected with a German-American Kindergarten.	800 Eighteenth street, Washington, D. C.	1872	Miss Emma Marwedel.	6	95	3-18	4 & 5

Kindergärten from which no information has been received.

Name of teacher.	Residence.
Miss Fanny M. Richards.....	Detroit, Mich.
Miss Louise Luther	Hoboken, N. J.
Mrs. S. E. C. Harwood	Red Bank, N. J.
Madame de Castro	238 Raymond street, corner Fulton, Brooklyn, N. Y.
Miss M. A. E. Phillips	26 East Fifth street, New York, N. Y.
Liddy Plöterli	367 West Twenty-third street, New York, N. Y.
A. M. Van Vleck	Ossining Institute, Sing Sing, N. Y.
D. A. Curtiss	70 James street, Syracuse, N. Y.
Miss J. Borger	119 Mulberry street, Cincinnati, Ohio.
Madame Selma von Diemer.....	Philadelphia, Pa.
Miss Dewing	1527 Spruce street, Philadelphia, Pa.
— — — — —, Kindergarten of Northwest Side.....	Milwaukee, Wis.

* Location to be changed for scholastic year of 1875.

gärten for 1874, &c.—Concluded.

Number of school-days in the week.	Number of weeks in the session.	Number of sessions in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13	14
5	38	1	The lessons connected with Fröbel's "gifts."	Everything necessary to Fröbel's system; "gifts," including Wiseneder's apparatus for musical key.	Physical and mental development: teaches combination of knowing with doing; benefits nervous children.
5	11	4	Object-lessons, singing, sewing, drawing, counting, gymnastics, &c.	Pictures, slates, blocks, clay, pencils, drawing-books, &c.	
5	24	2	Playing, singing, drawing, gymnastics, and exercises of memory.	Blocks, colored pencils and paper, scissors, sticks, &c.	Strength of muscles and preparation for after-school education.
5 15, 13, 12		3	All of Fröbel's occupations..	Fröbel's "gifts," maps, pictures, blackboards, musical frame, cabinet of specimens, and organ.	Satisfactory in every respect.
5	10	4	All Kindergarten occupations.	Tables marked in squares, blackboard, balls, and blocks.	Habits of observation, correctness, and application.
5	.....	1	Fröbel's occupations.	Blocks, balls, sticks, pictures, &c.	
5	21	2	Singing, playing, declamation, &c.	.....	Satisfactory.
5	20	2	Free gymnastics, plaiting, building, object-lessons, exercise, songs, oral composition, singing.	Fröbel's "gifts," charts, blocks, pictures, dissected maps, and stuffed animals.	
6	11	4	Usual Kindergarten occupations.	Fröbel's "gifts;" Müller's tablets.	Habits of attention, concentration, and obedience, and progress in studies.
6	.....	.....	Those recommended by Fröbel.	Fröbel's Kindergarten toys.	Very satisfactory.
6	13	4	Drawing, counting, singing, &c.	Fröbel's "gifts"	
6	48	1	.....	.....
5	10	4	Lessons on colors and form, and in arithmetic, (by blocks,) drawing, folding, pricking, sewing, weaving, singing, gymnastics, &c.	Ruled tables, blackboards, drawing-books and slates, cabinet, Kindergarten "gifts," paper, needles, sticks, molding-boards, &c.	The child becomes graceful, polite, self-dependent, skillful, thoughtful, constructive, and eager for knowledge.
5	10	4	All of Fröbel's occupations..	All of Fröbel's "gifts"	Most beneficial.
5	20	2	All of Fröbel's occupations, extended to wood-carving and paste-board-making.	All of Fröbel's "gifts"	Harmonious, joyful, and natural mental, moral, industrial, and physical development.

Table V.—Kindergärten memoranda.

Name of teacher.	Residence.	Remarks.
W. N. Hainmann	Louisville, Ky	Removed to Milwaukee, Wis.
Harriet J. Vianx	Boston, Mass	Resigned.
Charlotte W. Thenston	West Newton, Mass	School closed.
Miss Emma F. Plumley	Metuchen, N. J	School closed.
Mrs. John Ogden	Columbus, Ohio	Removed to Chicago, Ill.
Mrs. Charlotte B. Thomas	Providence, R. I	Gone as missionary to Burmah.

TABLE VI.—Statistics of institutions for secondary instruction for 1874; from replies to inquiries by the United States Bureau of Education.

NOTE.—x indicates an affirmative answer; 0 indicates no, or none.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific schools since close of last academic year.
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific schools since close of last academic year.		
			3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
PART I.																				
<i>Schools for boys.</i>																				
1	La Fayette Male Academy.....	La Fayette, Ala.....	0	1875	B. H. Johnson.....	Non-sect.	1	1	30	30	0	25	6	10	6	0	0	0	0	0
2	Andrews Institute.....	Near Collinsville, Ala.....	1874	1874	John F. Blackmore, A. B.....	M. E.	1	1	60	50	10	33	1	0	0	0	0	0	0	0
3	Hammer Hall School for Boys.....	Montgomery, Ala.....	0	1874	Col. S. H. Lockett.....	Non-sect.	3	3	82	73	9	40	13	0	0	0	0	0	0	0
4	Park High School.....	Tuskegee, Ala.....	0	1871	James T. Park, A. M.....	Non-sect.	3	3	95	95	0	60	35	0	10	10	0	0	0	0
5	Golden Gate Academy.....	Oakland, Cal.....	0	1871	Amasa Pratt and J. N. Has- kins.....	Cong.	5	5	100	100	0	60	40	0	20	10	0	0	0	0
6	Urban Academy.....	San Francisco, Cal., (corner Mason and Geary streets.)	0	1864	Nathan W. Moore.....	Non-sect.	5	0	45	45	0	10	35	35	30	8	3	1	0	0
7	Commercial and Military Institute.	Bridgeport, Conn.....	0	1862	Emory F. Strong.....	Cong.	2	2	100	100	0	100	15	10	0	0	0	0	0	0
8	Derion Seminary.....	Darien, Conn.....	1870	1871	Rev. C. W. Sharp.....	Non-sect.	2	1	0	40	0	0	0	5	0	0	0	0	0	0
9	Buckley High School for Boys.....	New London, Conn.....	1873	1873	Burgess B. Collesier.....	Non-sect.	2	0	23	23	0	23	5	3	2	1	0	0	0	0
10	Hillside Seminary.....	Norwalk, Conn.....	1868	1868	Dr. J. G. Fitch.....	Baptist.	4	2	23	23	0	35	14	3	4	1	2	4	0	0
11	Stanford Military Institute.....	Stanford, Conn.....	1850	1850	W. C. Willcox, A. M.....	Non-sect.	4	2	40	40	0	35	14	3	4	1	2	4	0	0
12	English and Classical School for Boys.....	Stratford, Conn.....	1839	1839	Rev. E. B. and S. F. Emerson, A. B.....	Cong.	2	2	20	20	0	14	6	2	6	2	0	0	0	0
13	English and Classical Boarding School for Boys.....	Stratford, Conn.....	1846	1846	Frederick Salgwick, A. M.....	Cong.	1	1	18	14	4	18	6	2	6	6	2	1	0	0
14	The Gunnery, (private school).....	Washington, Conn.....	0	1850	F. W. Gunn.....	Non-sect.	2	5	60	55	5	0	20	25	10	5	0	0	0	0
15	Wilmington Conference Academy.	Dover, Del.....	1873	1873	Rev. J. M. Williams, A. M.....	M. E.	4	2	77	64	13	12	60	6	30	12	0	0	0	0
16	Rugby Academy.....	Wilmington, Del.....	1872	1872	Dr. Samuel W. Murphy, A. M.....	M. E.	6	0	95	95	0	95	50	12	8	4	2	0	0	0

TABLE VI.—Statistics of institutions for secondary instruction for 1874, &c.—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific schools since close of last academic year.
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing in college.	Preparing for scientific course in college.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
53	St. Thomas's Home School.....	Owing's Mills, Md.....	.....	1844	Rev. W. F. Lockwood, A. M.	P. E.	2	.....	14	14	.....	.....	.....	.....	.....	.....	.....
54	Milton Academy.....	Philopoli P. O., Md.....	.....	1872	E. Parsons.....	Meth.	3	2	45	45	.....	.....	.....	.....	.....	.....	.....
55	Charlotte Hall School.....	Charlotte Hall, Md.....	1774	1792	N. F. D. Brown.....	.....	3	.....	56	56	.....	56	43	5	10	0	.....		
56	Mt. Pleasant Institute.....	Annerst, Mass.....	.....	1846	Henry C. Nash, A. M.....	P. E.	1	.....	20	20	.....	20	10	2	10	.....	.....	
57	Family Boarding School for Boys.	Belmont, Mass.....	0	1850	David Mack.....	Non-sect.	1	1	4	4	0	4	1	3	1	.....	.....	
58	Sedgwick Institute.....	Great Barrington, Mass	.....	.....	Rev. Isaac Bird and James Bird, A. M.	Cong.	2	2	20	20	.....	14	6	.....	.....	.....	.....
59	Home School for Boys.....	Marblehead, Mass.....	.....	1873	Rev. Benj. H. Bailey.....	Non-sect.	1	0	7	7	.....	3	1	3	1	0	.....		
60	Eaglevest.....	Newburyport, Mass.....	.....	1866	Lloyd W. Hixon, M. D.....	P. E.	3	1	21	21	.....	13	7	2	0	0	.....		
61	St. Mark's School.....	Southboro', Mass.....	1865	1865	Rev. J. I. T. Coolidge, D. D.	P. E.	5	.....	42	42	.....	42	42	40	.....	.....	.....
62	Family School for Boys.....	West Tisbury, Mar- tha's Vineyard, Mass.	.....	1870	M. C. Mitchell.....	.....	2	2	20	20	.....	10	5	10	3	10	.....		
63	Highland Military Academy.....	Worcester, Mass.....	.....	1856	C. B. Metcalf.....	.....	7	.....	85	85	.....	85	.....	10	.....	.....	.....
64	Lafayette Hall.....	Fentonville, Mich.....	1868	1868	Osgood E. Fuller.....	P. E.	2	1	35	35	.....	21	10	4	4	.....	.....	
65	Shattuck School.....	Fairbault, Minn.....	1860	1865	Rev. James Dobbin, A. M., B. D.	P. E.	9	.....	126	126	.....	53	73	23	25	7	.....		
66	Trinity High School.....	Pass Christian, Miss.....	.....	.....	Rev. L. Y. Jessup, (warden)	P. E.	3	.....	20	20	.....	.....	.....	.....	.....	.....	.....
67	Pontotoc Male Academy.....	Pontotoc, Miss.....	.....	1855	E. A. Tompkins.....	Non-sect.	1	.....	40	40	.....	.....	.....	.....	.....	.....	.....
68	Kemper Family School.....	Boonville, Mo.....	0	1844	E. F. Kemper, A. M.....	Non-sect.	5	2	50	50	0	22	23	10	22	.....	.....	
69	Hennan High School.....	Hennan, Mo.....	.....	1871	Frederick Henniger.....	Non-sect.	.....	.....	20	20	.....	.....	.....	.....	0	.....	.....	
70	St. Paul's Grammar School.....	Palmyra, Mo.....	.....	1848	F. B. Scheetz.....	P. E.	3	.....	20	20	.....	.....	.....	.....	.....	.....	.....
71	Select School for Males.....	St. Charles, Mo.....	.....	1837	J. J. Potts, A. M.....	M. E. Sth	1	.....	25	25	.....	8	17	.....	.....	.....	.....
72	St. Patrick's Academy.....	St. Louis, Mo.....	.....	1837	Brother Nicholas.....	R. C.	14	.....	226	226	.....	226	25	121	.....	.....	.....
73	Kearsarge School for Boys.....	North Conway, N. H.....	0	1874	Frederick Thompson.....	P. E.	2	.....	11	11	.....	3	8	.....	6	.....	.....	
74	Elizabeth Collegiate School.....	Elizabeth, N. J.....	.....	1825	Rev. J. C. Wyckoff.....	Presb.	3	3	40	40	0	.....	.....	12	6	5	.....		

75	Freehold Institute	Freehold, N. J.	0	1841	Rev. A. G. Chambers, A. M.	Non-sect.	7	0	130	120	0	65	40	15	30	10	4
76	Nashua Institute	Hillsboro, N. J.	0	1870	Rev. P. D. Oakley	Non-sect.	2	1	17	17	0	17	6	2	6		
77	Hasbrouck Institute	Jersey City, N. J.	0	1836	Washington Hasbrouck, A. M., Ph. D.	Non-sect.	9	0	150	150	0	80	50	10	12	6	6
78	Classical and Commercial High School.	Lawrenceville, N. J.		1810	Samuel M. Hamill, D. D.		7	0	77	77	0	36	41	27			13
79	Stevens Institute	South Amboy, N. J.		1867	J. H. Withington, A. M.	Non-sect.	2	1	25	20	5	(25)		0		1	0
80	Trenton Academy	Trenton, N. J.	1785	1781	George S. Grosvenor		2	1	96	90		82	8		4		
81	Albany Academy for Boys	Albany, N. Y.	1812	1813	Merrill E. Graves, A. M.		3	3	240	240		140	70	30	30	10	2
82	Christian Brothers' Academy	Albany, N. Y.	1862	1862	Brother Hugh	R. C.	10	0	157	157	0	137	47	47			4
83	Academic department, Brooklyn College and Polytechnic Institute.	Brooklyn, N. Y.	1854	1855	Edward C. Seymour, A. M.	Non-sect.	16	2	409	409		352	132	15		76	10
84	College Grammar School	Brooklyn, N. Y. (Forest-street)	0	1849	Levi Wells Hart	Non-sect.	2	2	36	36		30	6			1	0
85	Prof. Davison's Institute	Brooklyn, N. Y., (111 South Oxford-street.)	0	1867	Rev. Isaac S. Davison	Non-sect.	2	0	20	20		17	3	1	2		
86	St. Mary's School	Brooklyn, N. Y.	1867		Brother Sylvester	R. C.	7	0	550	550		550					
87	Headache School	Buffalo, N. Y.	0	1863	Lester Wheeler	P. E.	2	1	50	50		20	5	10	8		
88	Canandaigua Academy	Canandaigua, N. Y.	1785	1785	N. T. Clark, A. M., Ph. D.	Non-sect.	6	1	130	130	0	120	40	20	55	5	1
89	Clinton Military Academy*	Clinton, N. Y.	1815	1816	A. P. Kelsey, A. M.	Presb.	3	1	47	47				13	2	3	
90	Cornwall Heights School	Cornwall-on-the-Hudson, N. Y.	1864		Oren Cobb, A. M.		5		23	23		23	9	23	9		
91	Flushing Institute	Flushing, N. Y.			E. A. Fairchild, A. M., and A. P. Northrop, A. M.	Non-sect.	8		129	120		120	30	35	10	10	2
92	Robert College Grammar School.	Geneva, N. Y.	1853		Rev. Thomas D. Reed	P. E.	3		24	24		20	3	8	7	4	
93	Hempstead Institute	Hempstead, N. Y.	0	1861	Ephraim Hinds, A. M.		2	2	30	28	2	30				0	6
94	St. John's School for Boys*	Manlius, N. Y.	1869		Rev. T. G. Volney, A. M.	P. E.	4		50	50						0	
95	Newburg Institute	Newburg, N. Y., (Son-mary Place.)	1873		Henry W. Siglar, A. M.	Non-sect.	3	1	42	42		27	17	10	7	7	1
96	Collegiate Academy	New York, N. Y., (729 Sixth-avenue.)	0	1866	S. A. Farrand and D. S. Ever-	Non-sect.	9		93	93		60	60	65	50	10	2
97	Collegiate School	New York, N. Y., (79 West Fifty-second st.)	1820		Rev. Henry B. Chapin, Ph. D.	Non-sect.	9		75	75		58	17	35	10	1	3
98	Dr. Sachs's Collegiate Institute	New York, N. Y., (531 W. Thirty-second st.)	1872		Dr. Julius Sachs	Non-sect.	5	1	36	36		36	21	36	5	3	6
99	Pezaudió Institute	New York, N. Y., (37 West Thirty-third st.)	1866		Eugéno F. G. Pezaudió		7	1	44	44		23	16	44	3	0	2
100	Port Washington French Institute	New York, N. Y., (One Hundred and Sixty-first st. and Kings-bridge road.)	1855		Victor Prévoist	R. C. and Prot.	12	2	74	74		74	6	74	6	3	3
101	Girard Institute	New York, N. Y., (35 East Sixty-second st.)	1872		Prof. Paul E. Girard	Non-sect.	4	1	50	45	5	50	12	50	4	2	0
102	Holladay Collegiate Institute	New York, N. Y.	0	1873	Waller Holladay, B. S., C., and M. E.	Non-sect.	5	0	24	21	0	15	9	21	9	3	1
103	Manhattan Academy	New York, N. Y.	1864	1863	Brother Bertram	R. C.	13		231	231		234	56	74	21	12	
104	Murray Hill Institute	New York, N. Y., (58 Park-avenue.)	0	1864	Rev. Joseph D. Hull	Non-sect.	3	2	40	40	0		20		12		
105	Private School	New York, N. Y., (1214 Broadway.)	0	1890	John MacMullen, A. M.	Christian	5	2	21	21	0	21	12	19			

* From Report of Commissioner of Education for 1873.

TABLE VI.—Statistics of institutions for secondary instruction for 1874, &c.—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.											
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing in college.	Preparing for scientific course	Entered college since close of last academic year.	Entered scientific schools since close of last academic year.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
106	Peckskill Academy	Peckskill, N. Y.	1845	1845	Col. C. J. Wright, A. M., and Robert Donald, A. M.	Non-sect.	5	1	97	97	0	54	22	21	12	15	0	0		
107	Pelham Institute	Poughkeepsie, N. Y.	0	1866	Stewart Pelham	Reform'd	1	1	50	50	0	50	2	1	0	1	0	0		
108	Poughkeepsie Military Institute	Poughkeepsie, N. Y.	0	1869	Henry S. Jewett, A. M.	Reform'd	7	1	75	75	0	50	15	10	10	5	2	0		
109	Poughkeepsie Academy	Poughkeepsie, N. Y.	0	1826	Oris Bishop	P. E.	5	1	63	60	3	63	20	16	10	2	2	0		
110	Port Chester Commercial and College Institute.	Port Chester, N. Y.	0	1869	O. Whitrop Starr	P. E.	1	1	28	28	0	23	3	3	0	0	0	0		
111	St. Mark's School	Near Rochester, N. Y.	0	1868	Rev. Thomas Drummi, M. D.	P. E.	1	2	18	18	0	18	18	18	18	0	0	0		
112	St. Patrick's Preparatory Seminary	Rochester, N. Y., (Brown street.)	0	1870	Rev. H. De Regge	R. C.	3	0	8	8	0	8	8	8	0	0	0	0		
113	Park Institute	Rye, N. Y.	0	1859	Henry Tadlock, A. M.	Non-sect.	1	3	42	42	0	10	10	10	21	10	0	0		
114	Holbrook's Military School	Sing Sing, N. Y.	0	1865	Rev. D. A. Holbrook, Ph. D.	Non-sect.	6	0	70	70	0	20	15	15	12	4	1	1		
115	Private School	Sing Sing, N. Y.	0	1867	Hiram H. Post	Baptist.	1	0	27	25	2	25	0	0	0	0	0	0		
116	Trinity Collegiate and Preparatory School.	Sing Sing, N. Y.	0	1873	Alfred H. Austin	P. E.	2	0	20	20	0	20	0	0	0	0	1	1		
117	Irving Institute*	Tarrytown, N. Y.	0	1838	A. Arnsperg and D. A. Howe	Non-sect.	7	0	0	0	0	0	0	0	3	2	0	0		
118	Jackson Military Institute	Tarrytown, N. Y.	0	1857	Rev. F. J. Jackson, A. M.	Non-sect.	4	2	45	45	0	45	10	12	10	0	0	0		
119	Trinity School	Troy, N. Y.	0	1867	Rev. James S. Clark, D. D.	P. E.	2	2	23	23	0	23	0	0	12	0	0	0		
120	Troy Academy	Troy, N. Y.	0	1834	T. Newton Willson, A. M.	Non-sect.	4	1	100	100	0	80	20	5	4	10	1	4		
121	Alexander Military Institute	White Plains, N. Y.	0	1845	O. E. Willis, A. M., Ph. D.	Presb.	5	1	48	48	0	29	12	7	4	2	0	0		
122	Mohegan Lake School*	Yorktown, N. Y.	0	1866	C. D. Morris	P. E.	5	0	30	30	0	0	0	0	16	3	0	0		
123	Horner & Graves's School.	Hillsboro', N. C.	0	1874	J. H. Horner, A. M., and R. H. Graves, A. M.	Non-sect.	6	0	86	86	0	11	75	23	56	0	6	0		

TABLE VI.—Statistics of institutions for secondary instruction for 1874, &c.—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.												Entered college since close of last academic year.	Entered scientific schools since close of last academic year.
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing in college.	Preparing for scientific course in college.						
160	Columbia Male High School*.	Columbia, Tenn.	1854	1873	Prof. A. G. Hill, A. M.	Non-sect.	3	2	74	74												
161	Tipton Seminary.	Covington, Tenn.	1854	1855	George D. Holmes.	Non-sect.	1	2	70	69	10	70	15	5								
162	Edgelyfield Male Academy.	Edgelyfield, Tenn.	1855	1855	George D. Hughes	Non-sect.	2		98	98		98	70		56							8
163	Waters and Walling College.	McMinnville, Tenn.	1859	1859	I. N. Jones	Christian	80		80	80		80	26	0	10	25						8
164	Reagan Male High School.	Morristown, Tenn.	0	1867	Rev. A. W. Wilson and J. A. Corrigier.	Non-sect.	4	0	80	80	0	80	26	0	15							0
165	Giles College.	Pulaski, Tenn.		1864	C. G. Rogers and F. A. Dickinson.	Non-sect.	2		100	100		75	35	2	25	15						0
166	Ripley Male Academy	Ripley, Tenn.	1847	1848	H. T. Haaks.	Non-sect.	1		35	35		28	7		2	0						1
167	St. Mary's Institute	San Antonio, Tex.	0	1852	Brother Charles Francis	R. C.	10	0	310	310	0	310	239		6							(10)
168	Mt. Anthony Seminary.	Bennington Centre, Vt.	0	1855	George W. Yates, A. M.	Cong.	1	2	50	35	15	25	20	6	10							
169	Vermont Episcopal Institute.	Burlington, Vt.	1857	1860	Rev. T. A. Hopkins, M. A.	P. E.	3	1	38	38		32	36	8	3							3
170	Rural Home School.	Rowland, Vt.	0	1859	Rev. J. M. Batchelder	Non-sect.	1	1	15	13	2	13	2	0	2							0
171	Abingdon Male Academy.	Abingdon, Va.		1857	James B. Baker.	Non-sect.	2		53	53												0
172	Alexandria Academy*.	Alexandria, Va.	1854	1857	J. S. Beach	Non-sect.	3	1	52	52					10							1
173	Episcopal High School of Virginia.	Near Alexandria, Va.	1854	1857	Laurel M. Blackford, A. M.	P. E.	5	0	69	69	0	69	61	31								5
174	IL F. Henry's School	Alexandria, Va., (Alfred street.)		1857	H. F. Henry		1		30	30												
175	Potomac Academy	Alexandria, Va.		1869	C. S. Taylor and J. S. Blackburn.		2		36	36		36	20	20								
176	St. John's Academy.	Alexandria, Va.		1833	Richard L. Carne, A. M.	R. C.	3	2	78	78		78	11	3	11							1
177	Bethel Academy	Bethel Academy Post-Office, Fauquier County, Va.		1866	Marj. A. G. Smith, sr.	Non-sect.	6		131	131		50	60	40	12							5

178	St. Timothy's Home School for Boys	Herdon, Va.	0	1873	David S. L. Johnson	P. E.	1	0	18	18	4	0	3	1	1	0
179	Leesburg Academy	Leesburg, Va.	1800	1843	Prof. Thomas Williamson	Non-sect.	1	0	20	20	0	6	14	0	4	1
180	Webster Institute	Norfolk, Va., (45 Charles street.)	1869		Prof. N. B. Webster, A. M.	Non-sect.	1	1	50	50		50	40	13	10	7
181	Locust Dale Academy	Rapidian Station, Va.	0	1858	A. J. Gordon, A. M.	Baptist.	3	1	70	65	5	35	40	20	20	8
182	Richmond Institute	Richmond, Va.	1868		Rev. Charles H. Corey, A. M.	Baptist.	5	75	75	6		75	6			4
183	Edgemont Private School for Boys	Whitlock Post-Office, Va.	1867		Th. E. Barksdale	Baptist.	1	24	20	4		11	9	4	(6)	1
184	Lindsley Institute	Wheeling, W. Va.			Jonas B. Clark		2	32	32			25	6	7	3	0
185	Seminary of St. Francis of Sales	St. Francis Post-Office, Wis.	1856		Rev. C. Wupelhorst	R. C.	12	225	225		160	130	160			0
186	Georgetown Institute for Males	Georgetown, D. C., (30 Gay street.)	1857		Rev. P. Hall Sweet		1	25	25		16	6	3	6	2	4
187	Select Male Academy	Georgetown, D. C.	1873		Rev. C. H. Nourse, A. M.	Non-sect.	1	25	25		16	9		9	3	2
188	Boys' English and Classical High School	Washington, D. C.	40		J. W. Hunt, A. M.	Non-sect.	1	40	40		40	20		12	6	2
189	Emerson Institute	Washington, D. C.	1852		Charles B. Young	Non-sect.	4	2	100	100	100	70	30	20	20	12
190	Episcopal Institute	Washington, D. C.	1870		Rev. P. L. Knight, D. D.	P. E.	2	1	57	57		57	18	11	12	3
191	Ritchie's Academy	Washington, D. C.	1840		O. C. Wright		1	33	32		23	2	1	5	2	0
192	Boys' Academy	Washington, D. C.	0	1870	Chase Roy, A. M., M. D.	Non-sect.	1	23	23		23	2	1	5	2	0
193	St. Matthew's Institute	Washington, D. C.	1870		Brother Tobias	R. C.	8	180	180		180	16	24			
194	Thompson Academy	Washington, D. C.	1863		S. John Thompson, A. M.	Non-sect.	1	35	35		6					
195	Jarvis Hall Collegiate School	Golden City, Colo.	1870		Rev. T. L. Bellam, A. M.	P. E.	3	1	24	24		14	10	11	6	0
PART II.																
<i>Schools for girls.</i>																
196	Masonic Female Institute	Dadeville, Ala.	1842	1843	J. P. Oliver, A. M.	P. E.	2	60		60	50	10		4		
197	St. Mary of the Pacific	Brooklyn, Cal.	1871		Rev. J. Lloyd Brock, D. D.	P. E.	1	7	50		50	50	7	15		
198	Mt. St. Mary's	Near Oakland, Cal.	0	1871	Rev. Cyrus T. Mills, D. D.	Non-sect.	7	12	207	0	207	30	103	0		
199	Convent of Our Lady of the Sacred Heart	Sacramento, Cal.	1863		Sisters of the Holy Names	R. C.										
200	Sacramento Seminary	San Diego, Cal.	0	1873	Hermion Perry	Non-sect.	1	7	130		130					
201	Point Loma Seminary	San Francisco, Cal.	0	1866	Mrs. O. W. Gates	Baptist.	5	25	25		25	7	0	0	0	0
202	Academy of Notre Dame	San Francisco, Cal., (218 Eddy street.)	0	1866	Sister Aloysie	R. C.	12	300	300							
203	Home Institute	San Francisco, Cal.	1868		Miss Isabella G. Prince	R. C.	1	4	35		35	35	12	0	0	0
204	Madame Zeitska's Institute	San Mateo, Cal.	1863		Mme. B. Zeitska	Non-sect.	4	8	100		100					
205	Laurel Hall	New Haven, Conn., (69 Howe street.)	0	1864	Miss Buckmaster	Non-sect.	1	6	40		40					
206	Boarding and Day School for Young Ladies	New Haven, Conn., (63 Sherman avenue.)	1870		Mrs. S. L. Gudy	Gong.	3	6	50		50	40	15			
207	Eldridge School	New Haven, Conn., (63 Sherman avenue.)	1873		Miss E. C. Bangs	Meth.	3	25	25							
208	Grove Hall School for Young Ladies	New Haven, Conn.	1820		Edward A. Kingsley, A. M.	Gong.	5	4	57		57		20			
209	The Misses Nott's English and French School	New Haven, Conn., (16 Elm street.)	1873		L. P. and C. E. Nott	Baptist.	8	45	45							
210	Boarding and Day School for Young Ladies	Norwich, Conn.	1874		Mrs. M. W. Hakes	Gong.	1	3	33	6	27	33	6	12		

* From Report of Commissioner of Education for 1873.

TABLE VI.—Statistics of institutions for secondary instruction for 1874, &c.—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.								Entered college since close of last academic year.	Entered close of last academic year.
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
211	Mrs. Piatt's Boarding and Day School.	Norwich, Conn.	.....	1869	Mrs. Julia C. G. Piatt	Non-sect.	2	7	45	.....	45	.....	45	.....	.....	.....	.....	.....
212	Home and Day School for Young Ladies.	Stratford, Conn.	.....	1872	Elizabeth Wheeler	.....	1	10	.....	10	.....	4	1	.....	.....	.....	.....	.....
213	Oak Hill Ladies' Seminary	West Haven, Conn.	0	1845	Mrs. S. E. W. Atwater	Cong.	1	6	40	.....	40	.....	.....	.....	.....	.....	.....	.....
214	Young Ladies' Institute	Windsor, Conn.	.....	1867	Miss Julia S. Williams	Non-sect.	1	6	59	.....	59	.....	.....	.....	.....	.....	.....	.....
215	Misses Robertsons' Boarding and Day School.*	Wilmington, Del.	.....	.....	M. S. H. Robertson	P. E.	.....	5	35	.....	35	.....	.....	.....	.....	.....	.....	.....
216	St. Joseph's Academy	Jacksonville, Fla.	.....	1869	Mother Sidorie	R. C.	.....	10	160	30	130	.....	.....	.....	.....	.....	.....	.....
217	Institute of the Immaculate Conception.*	Belleville, Ill.	1860	1859	Mary Jerome	R. C.	.....	15	400	.....	400	.....	.....	.....	.....	.....	.....	.....
218	Chicago Ladies' Seminary	Chicago, Ill., (15 South Sheldon street.)	.....	1861	Charlotte A. Gregg	Cong.	3	8	65	0	65	50	15	20	.....	.....	.....	.....
219	Dearborn Seminary	Chicago, Ill., (985 Wash. avenue.)	1855	1856	Z. Grover, A. M.	Non-sect.	3	11	200	0	200	.....	30	70	0	0	0	0
220	Misses Grants' Seminary	Chicago, Ill., (136 N'th Dearborn street.)	0	1869	Misses Grant	Non-sect.	2	9	85	.....	85	85	15	30	.....	.....	.....	.....
221	Park Institute	Chicago, Ill., (71 Ashland avenue.)	.....	1873	Alice E. Bates	Non-sect.	4	11	130	20	110	130	20	38	.....	.....	.....	.....
222	St. Francis Xavier's Academy	Chicago, Ill.	1847	1846	Sister Mary Genevieve	R. C.	.....	28	250	.....	250	.....	.....	.....	.....	.....	.....	.....
223	Monticello Female Seminary	Godfrey, Ill.	1838	1839	Harriet N. Haskell	Non-sect.	.....	13	150	.....	150	.....	.....	.....	.....	.....	.....	.....
224	Young Ladies' Athenaeum	Jacksonville, Ill.	.....	1866	Miss Fanny Gaylord	Non-sect.	5	13	175	.....	175	135	50	15	.....	.....	.....	.....
225	St. Mary's School	Knoxville, Ill.	1858	1868	Rev. C. W. Leffingwell, A. M., R. D.	P. E.	1	8	100	0	100	.....	.....	.....	.....	.....	.....	.....
226	Academy of the Assumption	East South Bend, Ind.	0	1856	Sister M. Cyprian	R. C.	.....	5	150	30	120	100	20	10	.....	.....	.....	.....

227	St. Joseph's Academy	South Bond, Ind.	1866	1865	Sister Claude	R. C.	8	130	130	130	15	36
228	St. Rose's Boarding School*	Vincennes, Ind.	.....	.....	Sister Mary Ephrem	R. C.	7	278	.....	.....	.....	.....
229	Bellwood Female Seminary	Anchorage P.-O., Ky.	1861	.....	W. M. McElwee	Presb.	1	3	45	.....	.....	.....
230	Bardstown Female Academy	Bardstown, Ky.	1837	1834	Rev. J. V. Cosby	Presb.	1	3	32	32	5	0
231	Nazareth Literary and Benevolent Institution.	Near Bardstown, Ky.	1855	1812	Mother Columba Carroll	R. C.	0	25	230	0	230	230
232	Green River Female College	Bowling Green, Ky.	1868	1859	Thomas H. Storts	Bapt.	1	4	108	.....	.....	.....
233	Caldwell Female Institute	Danville, Ky.	1860	1859	Mrs. S. F. H. Tarrant	Presb.	2	4	94	12	100	8
234	Greenwood Female Seminary	Frankfort, Ky.	1845	.....	Mrs. Mary T. Runyan	Meth.	1	32	32	32	6	.....
235	Galvary Academy	Lebanon, N.Y.	1830	1822	Sister Theodora Kelly	P. E.	6	60	60	60	60	.....
236	Christ Church Seminary	Lexington, Ky.	1866	.....	Miss Helen I. Tolton	P. E.	1	5	60	.....	.....	.....
237	Sayre Female Institute	Lexington, Ky.	1856	1854	H. B. McGlellan A. M.	Presb.	4	4	84	4	80	.....
238	Collegiate School for Young Ladies	Louisville, Ky.	1853	1854	S. B. Burton, A. M.	Presb.	1	4	80	80	20	10
239	Mayville Female College*	Mayville, Ky.	0	1873	Jos. V. Morton	Non-sect.	1	1	36	3	33	.....
240	Vindation Academy*	Mayville, Ky.	1867	1865	Mary Magdalen Strenzel	R. C.	16	60	60	.....	.....	.....
241	St. Francis Academy	Owensboro, Ky.	1832	1842	Sister Theodora	R. C.	.....	.....	.....	.....	.....	.....
242	Mt. St. Benedict's Academy*	Portland, Ky.	1840	1840	Sister Thelma Webb	R. C.	8	200	200	.....	.....	.....
243	Academy of St. Catherine of Sienna*	Springfield, Ky.	1840	1822	Sister Regina	R. C.	10	100	100	.....	.....	.....
244	St. Vincent's Academy	Fairfield, La.	1870	1868	Mother Mary Hyacinth	R. C.	1	6	14	.....	.....	.....
245	D'Aquin Institute	New Orleans, La., (282	0	1835	Miss Helene Fitz Gerald	Non-sect.	3	5	48	0	48	48
246	New Orleans Female Collegiate Institute.	Bayou Road, La. (280	.....	.....	Mrs. S. B. Locquet-Leroy	R. C.	4	12	90	.....	90	79
247	St. Catherine's Hall	Camp street,	1869	1868	Hannah N. Bridge	P. E.	0	5	30	0	30	8
248	Family School for Girls at "The Willows."	Farmington, Mo.	1872	1871	Mr. and Mrs. N. C. Goodenow	Non-sect.	5	45	.....	45	45	15
249	Casco Street Seminary	Portland, Me., (245	.....	.....	Theodosia M. Pendleton	.....	1	12	6	6	12	1
250	Morison Academy	Baltimore, Md.	.....	.....	Helen S. Fletcher	P. E.	1	3	35	.....	.....	.....
251	Mt. Vernon Institute	Baltimore, Md., (46 Mt.	1859	.....	Mrs. Mary J. Jones	P. E.	5	8	90	0	90	.....
252	Roland Academy	Vernon Place,) (253	1872	.....	Rebecca McCoukey	Non-sect.	6	55	.....	55	55	20
253	Samuel T. Lester's Seminary	West Hoffman street,) Baltimore, Md., (362	0	1871	Samuel T. Lester	Non-sect.	5	2	18	0	18	0
254	School for Young Ladies	North Eutaw street.) Baltimore, Md., (24	1871	.....	Miss Sarah A. Jenness	.....	5	20	.....	20	20	5
255	Southern Home School	Madison avenue.) Baltimore, Md., (197	1842	.....	Mr. and Mrs. Wilson M. Carey	Presb. & P. E.	6	9	80	.....	80	(89)
256	Ashwick Seminary for Young Ladies.*	North Charles street.) Contee's Station, Md.	.....	.....	Miss M. A. Tyson	P. E.	.....	.....	.....	.....	.....	.....
257	Notre Dame of Maryland	Govauxtown P.-O., Md.	1862	1850	Sister Mary Ildefonsa	R. C.	3	22	124	.....	124	124
258	Hagerstown Seminary for Young Ladies.	Hagerstown, Md.	0	1853	Rev. John McCron, D. D.	Luth.	2	5	87	5	82	87
259	St. John's Female Seminary	Near Knoxville, Md.	0	1864	Rev. Geo. Lewis Slaley, D. D.	Reform	1	2	40	.....	40	40
260	Lutherville Female Seminary	Lutherville, Md.	1853	1853	Rev. J. R. Dunn, A. M.	Luth.	4	4	41	41	35	5
261	Evangeline Home School	Near Port Deposit, Md.	0	1870	Mrs. Robert Evans	Non-sect.	2	23	.....	.....	23	.....

* From Report of Commissioner of Education for 1873.

TABLE VI.—Statistics of institutions for secondary instruction for 1874, &c.—Continued.

Number.	Name	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific schools since close of last academic year.
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.				
202	The Hannah More Academy.....	Reisterstown, Md.....	1832	1832	Rev. Arthur J. Rich, A. M., M. D.	P. E.....	4	6	60	0	60	60	45	26	.....	.....	.....
203	Stannore School for Girls.....	Sandy Spring, Md.....	.....	1867	Caroline H. Miller.....	.....	2	3	26	1	25	.....	.....	.....	0	0	0
204	English, French, and German Family and Day School.	Boston, (68 Marlbor- ough street,) Mass.	.....	1872	Mrs. S. H. Hayes.....	Non-sect.	4	7	23	23	23	3	16	.....	.....	.....	.....
205	Codman Mansion Home School....	Boston, (Dorchester district,) Mass.	.....	1867	Mrs. S. M. Cochrane.....	P. E.....	6	10	10	10	10	10	10	10	.....	.....	.....
206	Miss Gilman and Miss Blair's Boarding and Day School.	Boston, (45 West New- ton street,) Mass.	.....	1867	Miss Rebecca I. Gilman.....	Cong.....	6	8	36	36	36	4	23	.....	.....	.....	.....
207	Newbury Street School.....	Boston, (34 Newbury street,) Mass.	.....	1867	Rev. Henry C. Badger.....	.....	4	9	90	90	90	.....	.....	.....	.....	1	.....		
208	School for Young Ladies.....	Boston, (104 Mt. Ver- non street,) Mass.	.....	1869	Mary R. Southgate.....	.....	.....	3	10	10	10	2	10	.....	.....	.....	.....
209	Union Park School for Young Ladies.	Boston, (corner Union Park and Washing- ton streets,) Mass.	.....	1856	Henry Williams.....	.....	2	4	67	67	67	8	60	6	0	0	0	
276	Home and Day School.....	Boston Highlands, (55 St. James street,) Mass.	.....	.....	Mary L. Hall.....	.....	.....	6	28	28	28	12	28	.....	.....	.....	.....
271	St. Joseph's Select School.....	Cambridgeport, Mass.	.....	1869	Sister St. Emelia.....	R. C.....	.....	7	315	315	315	.....	.....	.....	.....	.....	.....
272	Wayside Family School.....	Concord, Mass.	.....	1866	Miss Mary C. Pratt.....	Non-sect.	1	6	22	22	22	3	18	0	0	0	0		
273	Boarding and Day School for Young Ladies.	Everett, Mass.....	.....	1874	Mrs. A. P. Potter and Miss J. O. Pierce.	Bapt.....	3	4	30	30	30	30	30	.....	.....	.....	.....

274	Prospect Hill School for Young Ladies.	Greenfield, Mass.	1869	Sabra Wright.	Unitar'n	1	5	36	36	20	22	0	0	0
275	Ipswich Female Seminary.	Ipswich, Mass.	1825	Rev. John P. Cowles.	Cong.	1	5	40	0	40	20	0	0	0
276	St. Patrick's Female Academy.	Lowell, Mass.	1822	Sister Désirée.	R. C.	10	120	130	120	70	0	0	0	0
277	Preston Cottage School.	Lowell, Mass.	1866	Miss Julia A. Wilson.		3	4	20	0	20	19	3	19	0
278	Family and Day School for Young Ladies.	Springfield, Mass.	1865	Mrs. Hosmer and Miss Rockwell.		2	4	25	25	0	0	0	0	0
279	Boarding and Day School for Young Ladies.	Worcester, Mass.	1874	Miss Ava Williams.	Non-sect.	1	5	24	28	23	15	20	0	0
280	The Misses Clark's Young Ladies' School.	Ann Arbor, Mich.	1839	Miss Mary H. Clark.	P. E.	1	2	20	20	0	0	0	0	0
281	St. Mary's Academy.	Monroe, Mich.	1864	Sister Mary Clotilda.	R. C.	8	150	130	130	0	0	0	0	0
282	St. Boniface Academy.	Hastings, Minn.	0 1872	Mother Augustine.	R. C.	4	60	60	55	5	0	0	0	0
283	Minneapolis Female Seminary.	Minneapolis, Minn.	1873/1871	Mrs. B. E. Bennett and Mrs. M. B. Milligan.	Non-sect.	4	60	60	40	20	12	0	0	0
284	St. Joseph's Academy.	St. Paul, Minn.	1867/1851	Mother Mechilda.	R. C.	9	63	63	63	8	0	0	0	0
285	Yazoo Seminary for Girls*.	Yazoo, Miss.	1863	Mrs. Fanny Andrews.	Non-sect.	2	40	40	40	0	0	0	0	0
286	Kirkwood Seminary*.	Kirkwood, Mo.	1863	Miss Anna C. Speed.	Non-sect.	5	100	100	100	0	0	0	0	0
287	Mrs. Culbert's Seminary for Young Ladies.	St. Louis, Mo., (409 Chestnut street.)	1865	Mrs. Eugenia Culbert.	Non-sect.	1	9	174	174	70	80	0	0	0
288	St. Louis Seminary.	St. Louis, Mo., (720 North Fourth str E.)	1871/1871	B. T. Blewett, A. M.		1	2	32	11	21	31	1	0	0
289	Brownell Hall.	Omaha, Nebr.	1867/1864	Mrs. P. C. Hall.	P. E.	6	90	90	90	0	0	0	0	0
290	Dartmouth Home School.	Hanover, N. H.	1865	Miss L. J. Sherman.	Cong.	4	3	30	30	30	17	14	0	0
291	Family and Day School for Young Ladies.	Keene, N. H.	1872	Mrs. A. B. Lovett.	Cong.	3	15	15	15	12	15	0	0	0
292	Young Ladies' Boarding School.	Portsmouth, N. H.	1874	Arabella C. Morgan.	Non-sect.	2	6	36	36	12	36	0	0	0
293	Dearborn Academy.	Seabrook, N. Y.	1851/1854	Emma Webster.	Cong.	1	55	25	25	0	0	0	0	0
294	Boarding and Day School for Young Ladies.	Elizabeth, N. J.		Miss N. D. Ranney.										
295	The Elizabeth Institute.	Elizabeth, N. J., (521 North Broad street.)	0 1861	Miss N. C. Reid.	Presb.	5	58	13	45	58	8	10	0	0
296	Hopewell Young Ladies' Seminary.	Hopewell, N. J.	1866	Miss Elizabeth H. Rogers.	Non-sect.	0	4	50	50	50	0	10	0	0
297	Adrian Institute.	Iselin, N. J.	1873	Mrs. L. H. Mathews and Mrs. M. E. Dabner.		5	12	12	12	12	2	12	0	0
298	Moorestown Boarding School.	Moorestown, N. J.	1842	Mrs. Mary S. Lippincott.	Friends	4	40	40	40	0	0	0	0	0
299	Morris Female Institute.	Morris town, N. J.	1862	C. G. Hazeltine, A. M.	Non-sect.	2	5	35	35	0	0	0	0	0
300	Mrs. M. S. Parks's Seminary for Young Ladies.	New Brunswick, N. J., (13 Livingston ave.)	1872	Mrs. Martha S. Parks.	Presb.	4	4	60	60	60	10	35	0	0
301	The Misses Bucknall's Boarding School for Young Ladies.	New Brunswick, N. J., (College avenue.)	1841	The Misses Bucknall.	Reform'd	3	4	35	35	35	35	0	0	0
302	Plainfield College for Young Ladies.	Plainfield, N. J.	1868	Elvira E. Kenyon.	Non-sect.	3	5	55	55	55	55	28	0	0
303	Albany Female Academy*.	Albany, N. Y.	1821/1814	Miss Louise Ostrom.	R. C.	3	9	200	200	200	0	0	0	0
304	St. Mary's School for Girls.	Albany, N. Y.	1871/1840	Sister Mary.	R. C.	10	275	0	275	275	45	0	0	0
305	Phipps Union Female Seminary.	Albion, N. Y.	1840/1833	Caroline P. Achilles.	Non-sect.	1	6	110	110	30	70	10	0	0
306	Young Ladies' Institute.	Auburn, N. Y.	0 1855	Martine L. Browne, A. M.	Non-sect.	2	4	135	5	130	65	23	42	0
307	French and English Home Academy for Young Ladies.	Babylon, N. Y.		Miss A. M. C. Gamon.	Non-sect.	3	25	25	25	0	0	0	0	0
308	Academy of the Visitation.	Brooklyn, N. Y.	1863/1855	Sister Innocentia.	R. C.	12	140	120	120	0	0	0	0	0
309	St. Mary's Academy*.	Brooklyn, N. Y.	0 1868	Sister Innocentia.	R. C.	7	650	650	650	0	0	0	0	0

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									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
310	Ontario Female Seminary	Canandaigua, N. Y.	1825	1825	Benjamin Richards, A. M.	Cong. & P. E.	3	5	70	70	70	9	14					
311	Drew Seminary and Female Col- lege.	Cornel, N. Y.	1860	1867	George C. Smith, A. M.	Meth.	3	5	70	70								
312	Clifton Springs Seminary	Clifton Springs, N. Y.	1868	1868	Clara E. Hahn	P. E.		4	50	50	40	10	6					
313	Home School for Young Ladies	Clinton, N. Y.	1874	1874	Rev. Benj. W. Dwight, LL.D.	Presb.	1	1	11	11	3	7	7					
314	Houghton Seminary	Clinton, N. Y.	1820	1861	John C. Gallup	Presb.	2	7	107	96	57	38						
315	Croton Institute	Croton-on-the-Hudson, N. Y.	1873	1873	Fannie A. Sedgwick			3	20	20								
316	English and French Boarding School for Young Ladies.	Dobbs's Ferry, N. Y. (a)	1871	1871	Miss E. Elizabeth Dana	Presb.	1	5	40	40	40	8	22					
317	St. Joseph's Academy	Flushing, N. Y.	1861	1861	Mother M. Teresa	R. C.	2	9	90	90	90	20	50					
318	St. Joseph's Academy	Fordham, N. Y.	1863	1869	Madame Victorie Boucher.	R. C.	4	3	25	0	25	25	0	25	0	0	0	
319	French Institute for Young La- dies.	Fort Washington, N. Y.	0	1869	Madame N. A. Levasseur.	Non-sect.	4	3	25	0	25	25	0	25	0	0	0	
320	Hamilton Female Seminary.	Hamilton, N. Y.	1866	1866	M. M. Goodenough, A. M.	Baptist.	4	5	100	100	75	15	25					
321	Hudson Young Ladies' Seminary*.	Hudson, N. Y.	1848	1848	Elizabeth and Sophia C. Peake.													
322	The Misses Skinner's School for Young Ladies.	Hudson, N. Y.	1867	1867	Miss Sarah R. Skinner			5	46	46	18	23	7					
323	Union Hall Female Academy	Jamaica, N. Y.			Mrs. James A. Henry.	Reform'd		4	60	60			12					
324	Jackson Institute	Morrisania, N. Y.	1870	1870	Mrs. T. J. Jackson	Non-sect.	1	4	55	55								
325	Mt. Vernon Young Ladies' Semi- nary.	Mt. Vernon, N. Y.	1872	1872	Mrs. Edwin Norris			2	17	17	17		12					
326	Home School for Young Ladies	Newburg, N. Y.	0	1862	Miss H. M. Parkhurst	Non-sect.	1	4	9	1	8	9	1	1	0	0	0	

327	Academy of the Visitation.....	New Utrecht, N. Y.....	1839	1841	Mother Mary A. Connell.....	R. C.....	12	40	40	71
328	Academy of the Holy Cross.....	New York, N. Y.....	1836	1838	Sisters of Charity.....	R. C.....	10	140	180	32
329	Charter Institute for Young Ladies.....	New York, N. Y., (167 Madison avenue.).....	1808	.....	Mr. and Mrs. Elisee Charlier.....	Non-sect.....	3	10	150	150
330	D'Aout's Institute for Young Ladies.*.....	New York, N. Y., (26 East Fifth-street.).....	1872	.....	Miss Mary A. C. Phillips.....	Non-sect.....	(10)	54	.....	.....
331	Dr. Van Norman's Classical School, East Sixty-first st., Central Park.).....	New York, N. Y., (71 East Sixty-first st., Central Park.).....	0	1874	Dr. D. C. Van Norman.....	Non-sect.....	3	12	76	36
332	English, French, and German Boarding and Day School.....	New York, N. Y., (13 East Thirty-first st.).....	1869	.....	Mrs. Frederick Jonson and Miss A. L. Jones.....	Non-sect.....	8	100	.....	25
333	English, French, and German School for Young Ladies.....	New York, N. Y., (273 Madison avenue.).....	.....	.....	Miss C. A. Hinsdale.....	Non-sect.....	8	15	70	70
334	English, French, and German School for Young Ladies.*.....	New York, N. Y., (10 Granurey Park.).....	1871	.....	Miss Haines and Mlle, de Janon.....	.....	.....	.....	.....	.....
335	French Protestant Institute.....	New York, N. Y., (36 East Thirty-fifth st.).....	1871	.....	Miles, F. and M. Charbonnier.....	Presb.....	5	11	37	37
336	Mlle. Rostan's School.....	New York, N. Y., (31 West Fifty-second st.).....	1857	.....	Miss L. F. Rostan.....	Non-sect.....	10	8	68	40
337	Mlle. Tardivel's Institute for Young Ladies.*.....	New York, N. Y., (25 West Forty-sixth st.).....	0	1866	Mlle. M. D. Tardivel du Saret.....	Non-sect.....	6	12	86	6
338	Miss Ballow's School for Young Ladies.....	New York, N. Y., (24 East Twenty-second street.).....	1848	.....	Miss Ann A. Ballow.....	.....	6	9	80	80
339	Miss Crittenden's Boarding and Day School.*.....	New York, N. Y., (39 West Thirty-fifth st.).....	1873	.....	Miss Martha Crittenden.....	Non-sect.....	3	6	50	50
340	Mrs. Froehlich's School*.....	New York, N. Y., (136 West Twelfth st.).....	1867	.....	Mrs. Froehlich.....	Non-sect.....	9	17	142	12
341	Mrs. S. Reed's Boarding and Day School.....	New York, N. Y., (6 East Fifty-third st.).....	1864	.....	Mrs. Caroline G. Reed.....	P. E.....	12	5	150	150
342	School for Girls.....	New York, N. Y., (9 West Thirty-ninth st.).....	1872	.....	Miss Anna C. Brackett.....	.....	7	71	.....	(3)
343	Convent of Notre Dame des Victoires.....	Ogdensburg, N. Y.....	1861	1860	Sister Mary of Providence.....	R. C.....	6	80	80	.....
344	Brooks Seminary.....	Poughkeepsie, N. Y.....	1871	.....	Mrs. Mary B. J. White.....	Non-sect.....	2	8	81	.....
345	Cottage Hill Seminary for Young Ladies.....	Poughkeepsie, N. Y.....	0	1854	C. C. Wetzel.....	Non-sect.....	3	4	33	4
346	Female Academy of the Sacred Heart.....	Rochester, N. Y.....	1853	.....	Elben White.....	R. C.....	1	16	100	3
347	Livingston Park Seminary.....	Rochester, N. Y.....	0	1826	Mrs. C. N. Curdis.....	P. E.....	2	5	40	12
348	Nazareth Convent and Academy.....	Rochester, N. Y.....	1871	.....	Sister Stanislaus.....	R. C.....	7	80	80	24
349	Riverside Seminary*.....	Rochester, N. Y.....	0	1868	Mrs. Sarah L. North.....	Non-sect.....	3	8	63	.....
350	Rochester Female Academy.....	Rochester, N. Y.....	1857	1826	Mrs. Sarah J. Nichols.....	Non-sect.....	0	9	109	0
351	Rye Female Seminary.....	Rye, N. Y.....	1869	.....	Mrs. S. J. Lile.....	Presb.....	3	7	84	10
352	Temple Grove Seminary.....	Saratoga Springs, N. Y.....	1856	.....	Charles T. Dowd, A. M.....	Non-sect.....	2	9	119	30
353	Mrs. E. E. Clark's Seminary for Young Ladies.....	Sing Sing, N. Y.....	1872	.....	Mrs. E. E. Clark.....	P. E.....	1	3	53	6
354	Boarding and Day School for Young Ladies.....	Tarrytown, N. Y.....	1857	.....	Miss H. L. Parkley.....	.....	3	6	50	.....

* From Report of Commissioner of Education for 1873.

a Nemo changed to Greensburg.

TABLE VI.—Statistics of institutions for secondary instruction for 1874, &c.—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific schools since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
355	Cottage Hill Seminary for Young Ladies.*	Tarrytown, N. Y.	0		Rev. G. T. Rider, M. A.	P. E.	2	3	25		25							
356	Tarrytown Young Ladies' Seminary.	Tarrytown, N. Y.	0	1873	Rev. W. H. Kingsbury	Cong.	1	3	30	0	30	20	8	10				
357	Troy Female Seminary*.	Troy, N. Y.	1836	1821	Emily T. Wilcox.	Non-sect.	4	100		100				0	0		0	
358	Rowland School	Union Springs, N. Y.	0	1863	Robert B. Howland	Non-sect.	3	11	71		71	49	5	22			1	
359	White Plains Female Institute.	White Plains, N. Y.	0	1849	Mrs. R. B. Searles	Presb.	2	6	40		40				3			
360	Locust Hill Seminary for Young Ladies.	Yonkers, N. Y.		1874	Emily A. Rice	Non-sect.	1	7	45		45		30	38	6			
361	Yonkers Collegiate Institute*.	Yonkers, N. Y.			T. J. Jackson													
362	Ravencroft Female School*.	Asheville, N. C.	0	1873	Miss C. C. Buxton	P. E.	1	8		8								
363	Charlotte Institute for Young Ladies.	Charlotte, N. C.			Rev. R. H. Chapman, A. M., D. D.	Presb.	4	2	133		133							
364	Mt. Amorena Seminary	Mt. Pleasant, N. C.			Rev. P. A. Strobel.	Ev. Luth.	1	1	38		38	38	1		0	0	0	0
365	Literary Institute of the Sisters of Notre Dame.	Cincinnati, Ohio	1843	1840	Sister Louise.	R. C.		14	200		200							
366	Miss E. H. Appleton's Select School.	Cincinnati, Ohio			Miss E. H. Appleton.		1	4	75		75							
367	Hudson Ladies' Seminary	Hudson, Ohio	0	1844	Sarah A. Hosford	Non-sect.		2	34		34	38	15		0	0	0	0
368	Lake Erie Seminary	Painesville, Ohio		1859	Miss Mary A. Evans	Non-sect.		11	123		123	(122)						
369	Portsmouth Young Ladies' Seminary.	Portsmouth, Ohio		1867	Miss Mary E. Urnston	Non-sect.	1	3	37	4	33	22	9	8	2		1	
370	Ursuline Convent.	St. Martin's, Ohio		1846	Sister Teresa Sherlock	R. C.		18	105		105	105	36	40				
371	Springfield Female Seminary	Springfield, Ohio		1874	Mrs. Ruth A. Worthington	Non-sect.	1	5	73		73		16	18				

TABLE VI.—Statistics of institutions for secondary instruction for 1874, *etc.*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific schools since close of last academic year.
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.			
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
405	English, French, and German Boarding and Day School.	Providence, R. I.		1864	Mrs. N. W. De Munn.	Cong.	3	5	23		23	8	15	20						
406	Limestone Springs Female High School.	Limestone Springs, S. C.	0	1874	Charles Petty, A. M.	Non-sect.	2	3	52		52	52	11	3	0	0	0	0	0	
407	Redville Female College.	Redville, S. C.	1857	1858	Maj. John A. Leland.	Presb.	1	4	60		60	60	40	10	0	0	0	0	0	
408	St. John's Hall.	Spartanburg, S. C.	0	1872	Rev. John D. McCollough, A. M.	P. E.	1	2	10	2	8		0	6	0	0	0	0	0	
409	Yorkville Female College.	Yorkville, S. C.	1854	1855	William H. Hubbard.	Non-sect.	1	2	40		40	40								
410	Clarksville Female Academy.	Clarksville, Tenn.	1854	1854	Rev. J. M. Wright, A. M.	Meth.	1	3	100		100	100	10	12						
411	Columbia Atheneum*.	Columbia, Tenn.	1858	1852	Prof. R. D. Smith.	Non-sect.	3	9	136	16	120				71	10	35			
412	Edgefield Female Seminary.	Edgefield, Tenn.		1866	Mrs. Henri Weber.	Non-sect.	2	4	40		40	40	4	30						
413	Hope Institute.	Franklin College P. O., Tenn.	1859	1859	Mrs. Charlotte Fanning.	Christian	1	3	25		25	25	3	6						
414	Greenwood Seminary.	Near Lebanon, Tenn.		1851	Mrs. N. Lawrence Lindsay.	Non-sect.	3	3	25		25	25		25			11			
415	Lebanon Female College.	Lebanon, Tenn.			Rev. J. M. Phillips, A. M.	Baptist.	1	4	100	15	85	75	5	6						
416	Masonic Female Academy.	Morristown, Tenn.	1857	1866	Rev. T. P. Summers, A. M.	Non-sect.	2	2	80		80	60	20							
417	Female Institute.	Murfreesboro', Tenn.			James E. Scooley, A. M.	Non-sect.	2	4	91		91	60	31	13						
418	Ripley Female Institute.	Ripley, Tenn.	1857		Mrs. Joseph S. Williams.	Non-sect.	1	3	45		45	45	6							
419	Shelbyville Collegiate Institute.	Shelbyville, Tenn.	1852	1853	Rev. T. D. Wadley, D. D.	Non-sect.	1	5	80	10	70	80	15	10						
420	Austin Female Institute*.	Austin, Tex.		1871	Mrs. J. N. Shepherd.	Non-sect.	1	2	50		50									
421	Gorman-American Young Ladies College.	Austin, Tex.	1874	1871	Mrs. N. von Schöneck and Alice Noll.	Non-sect.	0	6	72	0	72	72		65		13				
422	Lave Oak Female Seminary.	Near Brenham, Tex.	0	1853	Rev. J. W. Miller, D. D.	Presb.	2	3	40	0	40	30	10	0	0	0	0	0	0	
423	Clark Seminary for Young Ladies*.	Houston, Tex.		1870	Horace Clark, LL. D.	Non-sect.	1	4	50		50									
424	Convent of the Incarnate Word.	Victoria, Tex.		1866	Sister Mary St. Claire.	I. C.	0	12	110	0	110	110		30						
425	St. Agnes Hall.	Bellevue Falls, Va.	0	1868	Miss Jane Hapgood.	P. E.	0	4	21		21	21	15	19						

TABLE VI.—Statistics of institutions for secondary instruction for 1874, &c.—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific course in college.
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific course since close of last academic year.		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
460	St. Cecelia's Academy	Washington, D. C.	1869	1869	Sister Mary Ambrose	R. C.		6	80	80		80								
461	School for Young Ladies	Washington, D. C., (1308 H street northwest.)	1861	1861	Mrs. C. B. Burr	Non-sect.	1	4	40	40		40		40						
462	School for Young Ladies and Children.	Washington, D. C.	1863	1863	The Misses Kerr	Non-sect.		4	50	50				8						
463	Washington Female Seminary	Washington, D. C., (1027 Twelfth st. N. W.)	1874	1874	Mrs. Z. D. Butler and Miss M. C. Douglas	Non-sect.	1	6	42	13	29	42	0	2						
464	West End Seminary	Washington, D. C., (1915 H street.)	1873	1873	Miss Virginia Faust		1	5	25	25	25	25	2	10						
465	Young Ladies' Boarding and Day School.	Washington, D. C., (943 M street northwest.)	1870	1870	Miss L. L. Osborne	Non-sect.	4	7	80	80	80	80	10	50						
466	Young Ladies' Seminary	Washington, D. C., (1336 J street northwest.)	1856	1856	Miss M. J. Harrover	Non-sect.		1	10	10										
467	St. Mary's Academy	Denver, Colo.	1874	1864	Mother M. Joanna	R. C.		11	100	100										
468	Wolfe Hall	Denver, Colo.	1868	1868	Rev. L. A. Wainwright	P. E.	2	7	70	0	70	70	3	10						
469	Academy of Our Lady of Light	Santa Fe, N. M.	1874	1852	Mother M. Magdalen Hayden	R. C.		11	140	140										
470	Girls' Boarding and Day School	Walla Walla, Wash.	0	1872	Rev. L. H. Wells	P. E.		3	40	0	40									
PART III.																				
<i>Schools for boys and girls.</i>																				
471	Greene Springs School	Greene Springs, Ala.	0	1847	Henry Tutwiler, LL. D.	Non-sect.	1	2	31	26	5	26	23	13						
472	Burrell School	Selma, Ala.	0	1868	Nicholas Messer	Non-sect.	1	6	398	0		398	0	0						
473	Arkansas College	Batesville, Ark.	1872	1872	Rev. Isaac J. Long, A. B.	Presb.	2	108	58	50	71	37								
474	Bentonville Institute	Bentonville, Ark.	1872	1872	John T. McGill		4	0	90	50	40	65	25	4						

475	Pairio Home Seminary	Italy Hill, Ark	0	1872	J. S. Howard	2	1	69	40	29	69	0	0	0	0	0	0	0	0
476	Selec School	Barney, Cal	0	1872	J. T. Wallaco	Non-sect.	2	1	33	20	13	19	14	2	2	2	2	2	0
477	Gilroy Seminary	Gilroy, Cal	0	1868	S. M. Severance	Non-sect.	0	3	77	27	50	40	1	0	1	1	1	1	12
478	Napa Collegiate Institute	Napa City, Cal	1870	1860	Lowell L. Rogers, A. M.	M. E.	3	4	166	108	52	125	35	2	2	2	2	2	3
479	Placerville Academy	Placerville, Cal	0	1860	E. B. Conklin, A. M.	Non-sect.	2	4	151	78	13	100	12	4	4	4	4	4	0
480	Golden Hill Institute and Family Boarding School	Bridgeport, Conn	0	1850	Rev. G. E. Day, A. M.	Cong	2	2	51	35	16	15	33	17	7	7	7	7	2
481	Morgan School	Gilston, Conn	1870	1872	E. C. Winslow, A. M.	Non-sect.	3	7	270	134	136	.....	.....	.....	.....	.....	.....	.....	8
482	Bacon Academy	Galesherie, Conn	1801	1802	F. E. Burnetto	Non-sect.	1	1	40	20	20	40	4	5	5	5	5	5	0
483	Durham Academy	East Windsor Hill, Conn	1838	1842	George H. Tracy, A. M.	Non-sect.	1	2	65	34	31	39	10	0	4	0	3	0	0
484	Vernor Episcopal School *	East Windsor Hill, Conn	1871	.....	Rev. J. B. Clark, A. M.	P. E.	2	3	62	30	32	.....	.....	.....	.....	.....	.....	.....	2
485	Glastenbury Academy	Glastenbury, Conn	1870	1870	Leonard W. Parish	Non-sect.	1	1	90	40	50	90	20	6	5	2	0	0	0
486	Goshen Academy *	Goshen, Conn	1827	1823	G. W. Cole	Non-sect.	1	1	46	20	26	.....	.....	.....	.....	.....	.....	.....	2
487	Greenwich Academy	Greenwich, Conn	1827	1827	William Webster	Non-sect.	3	2	65	35	30	65	35	10	2	0	0	0	0
488	Brainard Academy a	Hudson, Conn	1830	1839	John A. Brainard	Non-sect.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2
489	Carl College Seminary	Kent, Conn	1870	1870	John Dunlap	Non-sect.	2	1	70	40	30	50	28	9	.....	.....	.....	.....	0
490	Rocky Hill Institute	Rocky Hill, Conn	1864	.....	J. H. Hurlbut	P. E.	1	1	21	12	18	18	6	.....	.....	.....	.....	.....	0
491	Mystic Valley English and Classical Institute.	Mystic Bridge, Conn	0	1868	John K. Bucklyn, A. M.	Non-sect.	2	1	48	34	14	8	40	10	4	4	4	4	1
492	Warrenburg Academy	New Preston, Conn	0	1853	Gould C. Whittlesey	Cong	1	0	25	15	10	25	4	.....	.....	.....	.....	.....	2
493	Soubury Institute	Old Saybrook, Conn	1864	.....	Rev. P. L. Shepard, A. M.	P. E.	2	3	80	70	10	80	12	2	4	2	0	0	0
494	Sharon Institute	Sharon, Conn	1871	.....	C. James, A. M.	Non-sect.	1	1	28	10	18	28	8	.....	.....	.....	.....	.....	4
495	Stonington Classical Institute	Stonington, Conn	0	1867	A. J. Foster	Non-sect.	1	1	40	.....	.....	40	10	.....	.....	.....	.....	.....	7
496	Stratford Academy *	Stratford, Conn	1806	1803	George B. Iurd	Non-sect.	1	1	46	31	15	.....	.....	.....	.....	.....	.....	.....	4
497	East District High School *	Vernon, Conn	0	1839	C. E. Kainond	Non-sect.	1	1	38	30	25	.....	.....	.....	.....	.....	.....	.....	5
498	Green's Farm Academy A socia- tion.	Westport, Conn	0	1868	Robert Forsyth	Non-sect.	1	0	41	27	14	29	12	0	3	0	0	0	0
499	Natchaug School	Willimantic, Conn	.....	.....	John B. Welch, A. M.	Non-sect.	1	8	78	47	31	34	24	20	3	4	3	0	0
500	Wilton Academy	Wilton, Conn	1847	.....	Augustus Whitlock	Non-sect.	(3)	25	10	15	25	4	3	.....	.....	.....	.....	.....	0
501	Winchester Institute	Winchester, Conn	.....	.....	James Cowles	Cong	1	1	56	28	28	51	4	1	1	0	0	0	0
502	Packer Academy	Woodbury Conn	0	1855	Thomas Pattison	Non-sect.	1	1	56	28	28	51	4	1	1	0	0	0	0
503	Felton Institute and Classical Seminary.	Felton, Del	1867	1868	R. H. Skinner	Non-sect.	2	2	80	40	40	.....	.....	.....	.....	.....	.....	.....	.....
504	Georgetown Academy	Georgetown, Del	1849	1849	William H. Edwards	Non-sect.	1	0	30	15	15	30	5	0	3	3	0	2	2
505	Leves Academy	Leves, Del	0	1871	William L. Avis	Non-sect.	1	1	40	20	20	33	7	7	1	0	1	0	0
506	Middletown Academy	Middletown, Del	1826	1827	L. E. Jones	Non-sect.	1	2	45	30	25	30	5	2	3	4	4	2	2
507	Milford Classical and Mathemat- ical Institute.	Milford, Del	0	1874	Thomas Lamb, jr, Ph. B. and William R. Martin, A. B.	Non-sect.	2	2	37	17	10	13	14	4	4	4	4	4	4
508	Milton Academy	Milton, Del	1819	.....	Henry C. Carpenter	Non-sect.	1	1	29	16	13	28	1	2	.....	.....	.....	.....	.....
509	Smyrna Seminary	Smyrna, Del	1874	1868	James H. Groves	Non-sect.	1	4	63	28	35	.....	.....	.....	.....	.....	.....	.....	2
510	Delaware Institute *	Wilmington, Del	0	1857	Milton Jackson	Non-sect.	5	4	125	75	50	.....	.....	.....	.....	.....	.....	.....	10
511	Wilmington Collegiate Institute	Wilmington, Del	1869	1867	Rev. M. Houth, A. M.	Baptist.	1	4	84	40	41	57	10	17	2	2	2	2	3
512	Christ Church School	Pensacola, Fla	1853	.....	Mary G. Scott	P. E.	1	3	55	25	20	55	10	10	.....	.....	.....	.....	.....
513	Clark University	Atlanta, Ga	1869	.....	Isaac J. Lunsing	M. E.	2	2	60	40	20	57	3	0	3	0	0	0	0
514	Gordon Institute.	Bruceville, Ga	1872	.....	C. E. Lambdin, A. M., and A. A. Murreley, A. M.	.....	2	2	110	56	54	53	57	20	10	.....	.....	.....	2
515	Carroll Masonic Institute	Carrollton, Ga	1871	1871	John M. Richardson	.....	2	2	97	55	42	97	10	15	.....	.....	.....	.....	.....
516	Hephzibah High School	Hephzibah, Ga.	1861	1861	Rev. W. L. Kilpatrick	Baptist.	3	2	44	36	41	69	15	44	.....	.....	.....	.....	6
517	Bendish Institute	Hephzibah, Ga.	1872	1871	S. D. Bradwell	.....	1	3	65	35	30	60	10	.....	.....	.....	.....	.....	.....

Temporarily closed.

*From Report of Commissioner of Education for 1873.

TABLE VI.—Statistics of institutions for secondary instruction for 1874, &c.—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific schools since close of last academic year.
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
586	Winchester Male and Female High School.	Winchester, Ky.	.....	1872	Thomas Smith.	Non-sect.	1	2	73	24	49	73	20	8	10	15	6	0	
591	Hebrew Educational Society Institution.	New Orleans, La.	.....	1867	Ulric Bettison	Non-sect.	5	3	172	116	56	172	9	130					
592	Somerset Academy	Athens, Mo.	.....	1848	Thomas P. Smith	Non-sect.	2	2	246	130	116	218	25	3			0	0	
593	Gould's Academy	Bethel, Mo.	.....	1836	D. O. S. Lowell, A. B.	Non-sect.	1	1	103	50	53	75	10	1	6	1		0	
594	Blue Hill Academy	Blue Hill, Mo.	.....	1803	John Stevens, secretary.	Non-sect.	1	0	84	34	47	81		10	0	0	0	0	
595	East Maine Conference Seminary.	Bucksport, Me.	.....	1850	Rev. George Forsyth, A. M.	M. E.	3	3	201	109	92		40	6	9	2	2		
596	Calais Academy and High School *	Calais, Me.	.....	1850	J. S. Richards.	Non-sect.	1	1	78	35	43				6		1		
597	China Academy	China, Me.	.....	1852	Gustavus J. Nelson	Non-sect.	3	4	278	145	133				5				
598	Corinna Union Academy *	Corinna, Me.	.....	1839	Vacant	Non-sect.	1	2	70	39	31	60	10	1	4		0	1	
599	Greely Institute	Cumberland Centre, Me.	.....	1839	W. R. Hemmenway	Non-sect.													
590	Westbrook Seminary	Deering, Me.	.....	1831	G. M. Bodge	Univ.	5	5	213	103	110	89	49	75	23	13	7	2	
591	Exeter High School *	Exeter, Me.	.....	1838	D. H. Sherman, A. M.	Non-sect.	1	1	100										
592	Foxcroft Academy	Foxcroft, Me.	.....	1823	William Goldthwait	Non-sect.	1	1	96	35	55	75	17	7	5	2	0	0	
593	Pryeburg Academy	Pryeburg, Me.	.....	1792	Fred. A. Wilson, A. B.	Cong.	2	1	273	136	127	80	35	12	5	9	7		
594	Hamden Academy	Hamden, Me.	.....	1807	L. L. Elder	Non-sect.	1	2	100	50	50				4				
595	Harland Academy *	Harland, Me.	.....	1836	Amos H. Eaton	Non-sect.	1	2	270	120	150						0		
596	Houlton Academy	Houlton, Me.	.....	1847	Nathaniel Melcher, A. M.	Baptist.	1	3	124	68	56	48	76	40	30	0	0	0	
597	Lee Normal Academy	Lee, Me.	.....	1845	J. H. Sawyer	Non-sect.	2	2	50	27	23	42	8	0					
598	Limestone Academy	Limestone, Mo.	.....	1848	W. G. Lord	Cong.	1	1	119	60	59	119	10	12	4				
599	Matamoras Cook Academy *	Lincoln, Mo.	.....	1847	J. B. Marsh	Non-sect.	1	1	60	29	31								
600	Litchfield Academy	Litchfield Corners, Me.	.....	1845	D. L. Smith	Cong.	1	2	80	40	40	70	7	5	0	4	0	0	

TABLE VI.—Statistics of institutions for secondary instruction for 1874, &c.—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific schools since close of last academic year.
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing in college.	Preparing for scientific course in college.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
643	Savin Academy	Sherborn, Mass.	1874	1874	Edward A. H. Allen	Non-sect.	1	1	63	29	34	63	30							
644	New Church Institute of Education.	Waltham, Mass.	0	1866	Benjamin Worcester	N. Jerus.	3	5	68	27	41			4	0	4	0			
645	Wesleyan Academy	Wilberham, Mass.	1824	1824	Rev. Nathaniel Fellows, A. B.	M. E.	9	5	538	342	196	400	100	50	69	10	8			
646	Wrentham High School	Wrentham, Mass.	1867	1867	W. H. Putnam	R. C.	1	3	53	30	23			2						
647	St. Francis Xavier's Academy	Baraga, Mich.	1866	1866	Mother M. Justino	R. C.	1	3	32	21	11	15	11	8						
648	St. Croix Valley Academy	Afton, Minn.	1868	1868	E. Gaylord Paine, A. B.	Non-sect.	1	1	43	23	20	33	16		4	2	3			
649	Calcutta Academy	Calcutta, Minn.	1870	1870	William D. Belden	Non-sect.	1	1	43	23	20	33	16							
650	Holokah Convent.	Holokah, Minn.	1866	1866	Sister Mary Borromea	R. C.	5	70	20	50	70									
651	School of the Holy Apostles	Manikato, Minn.	1865	1865	Sisters of Notre Dame	R. C.	4	300	140	160				3						
652	Christ Church Parish School	Red Wing, Minn.	1871	1871	Rev. E. R. Welles	P. E.	2	2	94	50	44			6						
653	Red Wing Collegiate Institute.	Red Wing, Minn.	1871	1871	Wendell P. Hood, A. M.	Non-sect.	2	2	75	33	42	40	20	15	17	32	26			
654	Assumption School	St. Paul, Minn.	0	1857	Rev. Anton Capser, O. S. B.	R. C.	4	3	476	230	246			20	11	5	5			
655	St. Paul Home School	St. Paul, Minn.	1857	1857	Mrs. M. W. Brown	P. E.	5	6	75	35	40			20	11	1	1			
656	Chalmers Institute	Holly Springs, Miss.	1873	1873	W. A. Anderson and John Croighton		2	2	97	78	19	74	23							
657	St. Vincent's Academy	Cape Girardeau, Mo.	1869	1869	Sister Mary Catharine	R. C.	12	100	30	70	100	14	12	40						
658	Chillicothe High School.	Chillicothe, Mo.	1870	1870	J. M. Long, A. M.	Non-sect.	1	1	50	30	20	50	6	0	3	0	0			
659	St. Joseph's Academy	Edina, Mo.	1869	1869	Sisters of Loreto	R. C.	5	5	33	26	7									
660	Grand River College	Edinburg, Mo.	1858	1866	John B. Vertrees	Non-sect.	(3)		90											
661	Marionville Collegiate Institute	Marionville, Mo.	0		Rev. Jasper A. Smith	M. E.	2	7	102											
662	Palmyra Seminary	Palmyra, Mo.	1853	1851	Miss S. A. B. Pryor	Non-sect.	1	3	143	84	64	136	9	6						
663	James Institute	St. James, Mo.	1870	1870	William S. Dalrymple	Non-sect.	1	3	143	84	64	136	9	6	3					
664	Shelby High School	Shelbyville, Mo.	1860	1866	J. S. Todd	Non-sect.	2	0	55	25	27			7	2	0				

665	Stewartsville Male and Female Seminary.	0	1863	Rev. W. O. H. Perry, A. M.	Non-sect.	2	1	82	50	32	82	2	1	10	20	0	2
666	Proctor Academy	1874	1874	J. W. Simonds	Christian	1	1	68	38	30	54	12	2	2	4	4	
667	Atkinson Academy	1791	1789	Barthel H. Weston, A. M.	Non-sect.	1	1	91	58	33	53	30	8	4	1	1	
668	Bristol High School *	0	1868	Mary F. French	Non-sect.	1	1	37	15	22	22	25	3	4	0	0	
669	Stevens High School	0	1868	A. J. Swain, A. M.	Non-sect.	2	3	105	39	65	74	28	25	3	2	1	
670	Stevens High School	0	1840	George H. Stevens	Non-sect.	1	1	75	35	40	73	10	5	1	5	1	
671	Contoocook Academy	1856	1856	Rev. Charles Haddon, A. B.	Sect'd by N. H.	1	1	56	24	32	56	10	2	1	1	0	
672	Academic School *	1824	1825	W. H. Bates, A. B.	P. E.	2	1	70	46	24	24	24	7	1	0	0	
673	Franklin Academy	1816	1815	Homer P. Lewis, A. B.	Cong.	2	1	175	107	63	107	63	21	1	0	0	
674	Franklin Academy	1816	1815	John Scates, A. M.	Cong.	1	3	50	40	75	15	15	6	3	0	3	
675	Dunbarton, N. H.	0	1815	John B. Mills	Cong.	2	2	60	28	32	40	18	2	3	2	0	1
676	Ponacook Academy	0	1866	E. C. Allen, A. M.	Non-sect.	1	2	150	73	77	100	25	21	5	2	1	
677	Franktown Academy	1819	1800	James E. Vose	Non-sect.	1	2	153	73	80	90	17	6	5	2	3	
678	Gilmanton Academy	1794	1796	Joseph B. Clarke	Cong.	2	3	57	27	30	31	10	6	2	2	3	
679	Kingston Academy *	1855	1856	A. H. Campbell	Non-sect.	1	0	42	21	21	21	21	21	9	2	0	
680	Laconia Academy	1828	1829	Thomas Macomber	Non-sect.	1	1	60	10	5	10	5	1	0	5	0	
681	Marlow Academy	0	1860	L. E. Hayward	Non-sect.	2	2	78	38	30	67	1	1	1	0	0	
682	Milton Classical Institute	1850	1850	George W. Todd	Non-sect.	1	1	136	79	57	90	46	16	9	4	0	
683	McCollon Institute	1860	1860	T. W. H. Husey	Non-sect.	1	3	104	43	61	61	50	4	50	4	0	
684	Nashua High School *	1840	1840	David Crosby, A. M.	Non-sect.	1	1	187	120	67	120	67	5	5	0	4	
685	Nashua Literary Institution	1823	1853	Rev. A. B. Meservey, Ph. D.	P. W. Bap.	5	4	297	181	116	298	32	6	1	1	1	
686	New Hampton Literary Institution	1789	1789	William A. Preston	Cong.	2	2	119	51	65	76	43	12	10	6	6	
687	New Ipswich Academy	1856	1856	Rev. S. G. Norcross	Cong.	2	1	65	40	25	65	4	1	1	1	3	
688	North Conway Academy	1867	1866	Rev. E. G. Cogswell	Non-sect.	1	1	60	31	29	60	17	5	5	0	3	
689	Northwood Academy	1853	1853	Rev. F. B. Knowlton, acting principal	Cong.	1	1	40	40	40	40	12	0	1	0	0	
690	Oxford Academy	1818	1819	Isaac Walker, A. M.	Cong.	1	1	104	45	59	94	10	9	2	0	0	
691	Pembroke Academy	1830	1830	D. K. Foster	Non-sect.	1	2	100	26	16	10	14	7	5	4	8	
692	Pittsfield Academy *	1845	1845	Barthel H. Weston, A. M.	Non-sect.	2	5	226	160	100	71	109	40	47	17	10	
693	McGraw Normal Institute	1845	1845	Rev. John B. Robinson, A. M.	M. E.	10	5	220	120	100	71	109	40	47	17	10	
694	New Hampshire Conference Seminary and Female College	0	1871	N. N. Atkinson	Non-sect.	2	1	55	30	25	45	16	30	3	3	1	
695	Simonds Free High School	1857	1857	Charles H. Jones	Non-sect.	1	3	52	30	42	52	3	3	3	1	1	
696	Clinton Grove Boarding School	1857	1857	J. W. Simonds	Christian	1	2	130	68	62	130	62	0	0	0	0	
697	Christian Institute *	1856	1856	J. Fletcher Street, A. M.	Non-sect.	1	5	161	80	81	161	29	1	1	1	0	
698	Farmington Preparatory School	1868	1868	Edgar Haas and Edwin Haas	Baptist.	2	2	80	50	30	80	6	12	1	1	2	
699	New Jersey Collegiate Institute	1870	1870	H. H. Trask, A. M.	Baptist.	5	5	117	77	40	71	46	10	20	5	3	
700	South Jersey Institute	1865	1865	Levi H. Brown	P. E.	1	1	50	30	11	30	14	14	14	14	14	
701	Braintree Institute	1863	1863	Miss Julia L. Hayward	P. E.	2	5	30	11	19	30	14	14	14	14	14	
702	Misses Haywards' English and French School	1869	1869	Rev. George H. Whitney, D. D., president	Moth.	5	5	211	137	74	112	29	25	30	30	30	
703	Centenary Collegiate Institute	0	1863	Rev. J. L. Scott	Presb.	1	1	10	5	5	4	6	3	1	0	0	
704	Family Boarding School	1861	1861	Magnus Schneider	Non-sect.	4	11	391	258	133	391	258	133	3	3	3	
705	Hoboken Academy	1873	1873	M. Oakley	Non-sect.	1	3	32	22	10	26	6	6	3	3	3	
706	English and Classical School	1860	1855	Charles Jacobus, A. M.	Non-sect.	1	3	51	26	28	51	5	5	5	5	5	
707	Glenwood Institute	1860	1855	Charles Jacobus, A. M.	Non-sect.	1	3	51	26	28	51	5	5	5	5	5	

* From Report of Commissioner of Education for 1873.

TABLE VI.—Statistics of institutions for secondary instruction for 1874, &c.—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific schools since close of last academic year.
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.				
708	St. Stephen's School	Millburn, N. J.	1872	1870	Rev. Julius von Rosé, A. M., M. D., Ph. D.	P. E.	1	1	33	15	18	33	8	12	5	1		
709	Halse Seminary	Newark, N. J., (41 Webster street.)	1867	1867	Miss C. G. Hulse	P. E.	1	2	40	12	28	38	.....	3	.....	.....	.....
710	Newton Collegiate Institute	Newton, N. J.	1858	1850	S. S. Stevens, A. M.	Union.	3	3	80	50	30	50	30	19	17	.....	.....	
711	Tyng Seminary	Orange, N. J.	1848	1848	C. O. Hordaman, A. M.	Non-sect.	2	1	88	46	42	88	6	12	6	.....	.....	
712	Tallman Seminary	Paterson, N. J.	1871	1871	Mrs. George C. Tallman, jr.	Union.	1	4	85	.....	.....	.....	16	25	.....	.....	.....
713	Pennington Institute	Pennington, N. J.	0	1844	Albert P. Lasher	Union.	3	2	48	31	17	48	6	5	.....	.....	.....
714	Shrewsbury Model School and Kindergarten.	Red Bank, N. J.	1872	1873	Mrs. S. E. C. Harwood	P. E.	5	7	223	100	123	201	22	65	.....	.....	.....
715	The Seminary at Ringoes	Ringoes, N. J.	0	1870	Mrs. K. B. Larison	Baptist.	.....	.....	25	13	12	17	8	5	.....	.....	.....
716	Union Academy	Shiloh, N. J.	1849	1841	G. M. Goddrell, A. B.	Union.	3	2	50	30	20	.....	4	4	3	.....	.....	
717	Summit Institute	Summit, N. J.	1871	1871	Henry F. Belcher	Union.	1	2	44	21	23	44	.....	26	5	3	0		
718	Hungerford Collegiate Institute	Adams, N. Y.	1864	1864	A. B. Watkins, A. M., Ph. D.	Non-sect.	6	5	179	84	86	116	34	23	14	13	5			
719	Afton Union School, (academic department.)	Afton, N. Y.	.....	1870	David F. Kohler, A. B.	Non-sect.	1	3	51	33	18	40	6	5	2	.....	.....	
720	Albion Academy	Albion, N. Y.	1837	.....	W. T. Mills, A. B.	Non-sect.	1	2	60	44	16	53	14	8	4	2	0		
721	Cottage Seminary	Alden, N. Y.	0	1856	Miss F. H. Rindell	Non-sect.	1	2	74	37	37	61	3	4	0	0	0			
722	Alfred University, (academic department.)	Alfred Centre, N. Y.	1843	1836	Jonathan Allen, A. M.	Non-sect.	9	5	371	166	205	100	50	45	35	40	25			
723	Amenia Seminary	Amenia	1835	1835	S. T. Frost	Meth.	3	5	95	43	52	67	11	17	7	2	1			
724	Amsterdam Academy	Amsterdam, N. Y.	1829	1829	William B. Sims, M. D.	Non-sect.	3	2	69	47	32	40	14	0	8	.....	.....	
725	Ives Seminary	Antwerp, N. Y.	1873	1868	Rev. George G. Dams, A. M.	Meth.	3	3	192	101	91	.....	.....	10	2	.....	.....	
726	Argyle Academy	Argyle, N. Y.	1841	.....	George A. Hoadley, A. B.	Non-sect.	2	0	57	42	15	45	4	2	0	0	0		
727	Angusta Academy	Angusta, N. Y.	1853	1834	James Wythe	Non-sect.	1	0	46	25	21	39	5	.....	2	.....	.....	

Year	School	Teacher	Summary	1867	1868	Rev. James Pittcher, A. M.	Lath.	8	10	6	2
787	Hartwick Seminary.	T. O. W. N.Y.									
788	Mount Airy Institute	Haverstraw, N. Y.		0	1853	Lavallo Wilson, A. M.	Non-sect.				
789	Melroe Academy and Union School	Hennetta, N. Y.		1852	C. H. Plinck		Non-sect.				
790	Trinity Union School and Acad-emy.*	Bellefleur, N. Y.		1852	Abel Plinck		Non-sect.				
791	Homer Academy	Homer, N. Y.		1819	Ezra J. Peck, A. M.		Non-sect.				
792	Hudson Academy	Hudson, N. Y.		1805	Rev. H. R. Schermerhorn, A. M.		Non-sect.				
793	Union School and Academy	Ilion, N. Y.		1851	Addison E. Poland		Non-sect.				
794	Jamestown Union School and Col-lege Institute.	Jamestown, N. Y.		1863	Samuel G. Love		Non-sect.				
795	Jonestown Academy	Jonestown, N. Y.		0	1871	H. F. Savage, A. M.	Non-sect.				
796	Anderson Vale Institute	Laureburg, N. Y.		0	1840	Rev. A. B. Whipple	Baptist.				
797	Lawrenceburg Academy	Lawrenceburg, N. Y.		1794	G. T. R. Smith		Non-sect.				
798	Lawrenceville Academy	Lawrenceville, N. Y.		1800	C. W. Thompson, A. M.		Non-sect.				
799	Le Roy Academy	Le Roy, N. Y.		1864	Wm. P. Chapin		Non-sect.				
800	Liberty Normal Institute	Liberty, N. Y.		1847	M. B. Hall		Non-sect.				
801	Genesee Wesleyan Seminary	Lima, N. Y.		1829	Rev. Geo. L. Bridgman, A. M.		M. E.				
802	Loxville Academy	Loxville, N. Y.		1808	W. R. Adams		Non-sect.				
803	McGrawville Union School and Academy.*	McGrawville, N. Y.		1864	Cyrus A. Frake		Non-sect.				
804	Macedon Academy	Macedon, N. Y.		1842	J. Edman Massee, A. B.		Non-sect.				
805	Franklin Academy	Malone, N. Y.		1831	William S. Amock, A. M.		Non-sect.				
806	Marion Collegiate Institute.	Marion, N. Y.		1836	J. B. Fraser		Non-sect.				
807	Mayville Union School, (academic department.)	Mayville, N. Y.		1853	Thomas J. Pratt		Non-sect.				
808	Medina College Academy	Medina, N. Y.		1861	Rev. Bernice D. Ames, A. M.		Non-sect.				
809	Medina Academy	Medina, N. Y.		1850	M. J. Keeler		Non-sect.				
810	Moscow Academy	Moscow, N. Y.		1826	Charles E. Havens		Non-sect.				
811	Middleburgh Academy	Middleburgh, N. Y.		1819	H. G. Davis		Non-sect.				
812	Montgomery Academy	Montgomery, N. Y.		1791	Benjamin C. Nevins, A. M.		Non-sect.				
813	Monticello Academy	Monticello, N. Y.		1865	F. G. Suook		Non-sect.				
814	Naples Academy	Naples, N. Y.		1860	Charles H. Davis		Non-sect.				
815	Nassau Academy*	Nassau, N. Y.		1831	A. B. Waggon, A. M.		Non-sect.				
816	New Berlin Academy	New Berlin, N. Y.		1843	J. M. Sprague, A. B.		Non-sect.				
817	New Paltz Academy	New Paltz, N. Y.		1857	Dr. H. M. Fauschauer, A. B.		Reform d				
818	Cooper Union Free Evening School of Art and Science.	New York, N. Y.		1857	F. G. Tisdall, Jr., Ph. D.		Non-sect.				
819	Friends' Seminary*	New York, N. Y. (corner Rutlerford Place and East 16th street)		1861	Hugh Fonlke		Friends.				
820	Mount Washington Collegiate In-stitute.	New York, N. Y.		0	1843	George W. Clarke	Non-sect.				
821	Nunda Academy	Nunda, N. Y.		1868	Rev. Wm. H. Rogers, A. M.		Non-sect.				
822	Oakfield Seminary	Oakfield, N. Y.		1840	Melville A. Kollig		P. E.				
823	Ogdensburg Educational Insti-tute.	Ogdensburg, N. Y.		1857	C. F. Ausworth		Non-sect.				
824	Oneida Seminary	Oneida, N. Y.		1842	E. W. Davis, A. M.		Non-sect.				
825	Onondaga Academy	Onondago, N. Y.		1813	O. W. Standeant		Non-sect.				
826	Slaters of St. Ann's	Oswego, N. Y.		1867	Slater M. Louise		R. C.				

From Report of Commissioner of Education for 1873.

¹ From report of the regents of the University of the State of New York for 1871.

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									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.		
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
827	Oxford Academy	Oxford, N. Y.	1794 1793		Rev. F. R. Lewis, A. M.	P. E.	3	3	109	47	62	33	20	12	5		1			
828	Penn Yan Academy	Penn Yan, N. Y.	1857 1857		R. C. Briggs	Non-sect.	3	3	535	260	275	450	60	25	10	14				
829	Evans Academy	Peterboro, N. Y.	1853 1851		George H. Payson	Non-sect.	1	1	48	22	26	42	11	4	2	0				
830	Pike Seminary	Pike, N. Y.	1856 1855		Irving B. Smith, A. B.	Non-sect.	2	3	137	65	72	102	29	15	10	5	0			
831	Pompey Academy	Pompey, N. Y.	1811 1803		H. F. Henderson	Non-sect.	1	1	65	35	30	50	6		0	0	1			
832	Franklin Academy	Prattsburgh, N. Y.	1824 1823		James Christie	Non-sect.	1	5	264	113	151	43	26	17	6					
833	Franklin Academy	Prattsburgh, N. Y.	1854 1854		Sebastian Duffy, A. M.	Union	2	4	150	70	80	105	30	25	10	5	4	0		
834	Chamberlain Institute and Female College.	Randolph, N. Y.	1851 1851		Rev. J. T. Edwards, A. M.	Meth.	6	5	490	250	230				15	6	4	1		
835	Red Creek Union Seminary	Red Creek, N. Y.	1829 1829		Timothy Sanderson, A. B.	Non-sect.	1	1	77	35	42	60	7	10	1	2	0			
836	De Garmo Institute.	Rhinebeck, N. Y.	0 1863		James M. De Garmo, A. M.	Non-sect.	4	6	143	67	76	143	39	23	1	3	3	0		
837	Washington Academy	Salem, N. Y.	1791 1780		J. A. McFarland, A. M.	Non-sect.	3	6	375	180	195	250	15	6	5	2	2	4		
838	Sangerites Institute.	Sangerites, N. Y.			A. B. Wigan	Non-sect.	1	2	100	44	56	78	22	25	10					
839	Sauquoit Academy	Sauquoit, N. Y.	1849 1849		B. F. Miller	Non-sect.	2	3	55	27	28	50	4	2	1	0	0	0		
840	Sodus Academy	Sodus, N. Y.	1855 1855		Elisba Curtiss, A. B.	Non-sect.	1	1	197	87	110				2	4	4			
841	Rogersville Union Seminary	South Dansville, N. Y.	1852 1850		D. D. Babcock	Non-sect.	2	3	108	57	51	97	9	10	2	0	0	0		
842	Hartford Academy	South Hartford, N. Y.	1866 1866		Henry Barker	Non-sect.	1	1	44	20	24	44	2							
843	Southold Academy	Southold, N. Y.	1867 1867		James B. Robinson	Presb.	1	2	56	36	20	27	29	4	3	2	1			
844	Spring Valley Academy	Spring Valley, N. Y.	1867 1867		Phebe R. Germond	Meth.	1	3	40	15	25			3	2	1	1			
845	Griffith Institute	Spring Valley, N. Y.	1827 1829		John W. O'Brien	Non-sect.	2	5	187	103	84				2	1	0	0		
846	Mountain Institute	Suffern, N. Y.	0 1863		T. W. Sudner	Non-sect.	1	1	46	34	12	46	0	0	0	0	0	0		
847	Trumansburg Academy	Trumansburg, N. Y.	1854 1854		Daniel Campbell	Non-sect.	1	1	61	27	34	61	15	10	3					
848	Unadilla Academy	Unadilla, N. Y.	1850 1850		J. H. Willits	Non-sect.	1	1	70	30	40	56	14							
849	Friends Academy	Union Springs, N. Y.	1862 1862		Elijah Cook, Jr.	Friends	3	2	75	40	35	60	10	5						

	Vernon Academy†	Vernon, N. Y.	1838	Randal Pease, A. B.	1	40	4	2	4
850	Walton Academy and Union School	Walton, N. Y.	1854 1854	Strong Comstock, A. M.	1	3	115	62	65
851	Warrensburg Academy	Warrensburg, N. Y.	1860 1853	John B. Richardson, A. B.	1	2	70	30	70
852	Watford Union School, (academic department)	Watford, N. Y.	1870 1850	E. E. Ashley	1	5	59	30	29
853	West Winfield Academy	West Winfield, N. Y.	1850 1850	A. K. Goodier	3	3	300	160	140
854	Whitestown Seminary	Whitestown, N. Y.	1845 1845	J. S. Gardner, A. M., Ph. D.	5	5	376	221	135
855	Windsor Union School, (academic department)	Windsor, N. Y.	1845 1845	William A. Beecher, A. B.	1	3	161	78	83
856	Woodhull Academy†	Woodhull, N. Y.	1808	M. M. Baldwin, A. M.	2	4	103		
857	Yates Academy	Yates, N. Y.	1842	Philo Mashier	2	3	137		137
858	Belvidere Academy	Belvidere, N. C.	1837	John N. Parker	2	50	28	22	50
859	Gay Female Seminary	Gay, N. C.	1870 1870	Rev. Jesse H. Page	1	1	50	18	32
860	Indian Ridge Male and Female Academy	Currituck County, N. C.	0 1841	L. H. Babb	2	78	46	32	
861	Rock Spring Seminary	Denver, N. C.		D. Matt. Thompson, A. M.	2	1	83	49	34
862	East Bond Academy*	Graham, N. C.	1867	Rev. M. Baldwin, A. B.	2	1	90	72	18
863	Mills River Academy	Henderson Co., N. C.	0 1817	Richard H. Lewis	4	1	56	46	10
864	Kemersville High School	Kemersville, N. C.	1817	John D. Hodges, A. B.	1	0	43	20	30
865	Somersville Female Institute	Leasburg, N. C.	1867 1839	Rev. Solomon Lea	1	0	43	20	30
866	New Garden Boarding School	New Garden, N. C.	1837 1840	George N. Hartley, A. B.	1	2	30	15	15
867	Locust Hill Seminary	Pittsboro', N. C.	0 1860	Rev. Robert B. Sutton, D. D.	1	2	40	21	19
868	Literary department of Shaw University	Raleigh, N. C.	1866	Rev. H. M. Tupper, A. B.	2	3	65	40	14
869	Sylvan Academy	Snow Camp, N. C.	1866	J. Clarkson Blair	2	3	46	25	45
870	Rev. D. Morrell's English and Classical School	Wilmington, N. C.	1859	Rev. Daniel Morrell	2	1	70	44	26
871	Williston Academy and Normal School	Wilmington, N. C.	0 1873	Miss Ella E. Roper	1	12	9	3	3
872	Yadkinville School	Yadkinville, N. C.	1865	John D. Johnson	4	87			87
873	Albany Enterprise Academy	Albany, Ohio	1863	Rev. John H. Bowles	1	30	20	10	15
874	Grand River Institute	Austinsburg, Ohio	1831	J. Truckerman	2	40	26	14	40
875	Beverly Academy*	Beverly, Ohio	1840	J. G. Adams, A. B.	3	3	326	170	156
876	Central College Academy	Blendon, Ohio	1842	E. A. Wilber	1	1	80	45	35
877	Bloomington Academy & Fayette Normal School*	Bloomington, Ohio	1873	T. M. Withgate	2	28	8	20	
878	College Institute	Canton, Ohio	0 1869	W. H. H. Avery, A. M.	3	5	134	60	74
879	Geauga Seminary*	Chester, Ohio	1842 1842	Mrs. Theodore Wilder	3	5	134	60	74
880	Hughes High School	Cincinnati, Ohio	0 1851	Eliah W. Coy	3	77	97	50	
881	Cleveland Academy	Cleveland, Ohio	1865 1866	Miss L. T. Grilford	8	6	450	190	260
882	Jewington Academy	Jewington, Ohio	1858 1858	Prof. Jordan Booth	4	6	120	30	90
883	Gallia Academy	Gallipolis, Ohio	1811 1811	Edward W. Chase	1	2	130	75	55
884	Goshen Seminary	Goshen, Ohio	1860	D. W. Hopkins	2	2	130	75	55
885	Harlem Springs College	Harlem Springs, Ohio	1867 1860	D. Butterfield, A. B.	1	0	24	12	12
886	Vermillion Institute	Hayesville, Ohio	1867 1860	J. A. Brown, (prime! pro tem.)	1	0	24	12	12
887	Atwood Institute	Lee, Ohio		J. M. Wood	1	0	21	10	11
888	Lexington Male and Female Seminary	Lexington, Ohio	0 1851	Rev. Richard Galley, A. M.	3	2	150	70	80
889					3	2	157		

* From Report of Commissioner of Education for 1873. † From report of the regents of the University of the State of New York for 1874. α Temporarily closed.

TABLE VI.—Statistics of institutions for secondary instruction for 1874, &c.—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.												Entered college since close of last academic year.	Entered scientific schools since close of last academic year.
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.						
892	Madison Seminary	Madison, Ohio	1844	1844	Charles A. Hebard, B. S.	Non-sect.	1	1	101	52	49	101	13	13	0	0	1	2				
893	Maineville Academy and Training School.	Maineville, Ohio	1850	1850	Dean Babbitt	Non-sect.	3	15	100	60	40	80	13	13	0	0	6	2				
894	Morning Sun Academy	Morning Sun, Ohio	1855	1852	O. V. Stewart	U. Presb.	1	1	25	30	5	25	8	5	5	8	1	1				
895	Madison Academy*	Mt. Perry, Ohio	1871	1871	James White	Non-sect.	1	1	50	30	20	50	4	12	3	5	1	1				
896	New Hagerstown Academy	New Hagerstown, Ohio	1836	1837	R. M. Price	Presb.	1	1	80	41	39	76	4	3	3	5	1	1				
897	Clermont Academy	New Richmond, Ohio	0	1859	James K. Parker	Baptist.	1	1	90	63	27	76	4	3	3	5	1	1				
898	De Camp Institute*	Piquette, Ohio	0	1859	C. H. Dixon, A. B.	Non-sect.	1	1	65	30	35	35	1	1	1	1	2	2				
899	Fairfield Union Academy	Piquette, Ohio	1865	1860	V. H. Brown, B. S.	Non-sect.	2	1	90	50	40	35	1	1	1	1	2	2				
900	Bartlett Academy	Plymouth, Ohio	0	1873	William J. Cook	Non-sect.	1	1	55	25	20	55	1	1	1	1	3	3				
901	Poland Union Seminary	Poland, Ohio	1862	1862	H. J. Clark	Presb.	2	2	165	91	75	135	15	15	6	29	6	6				
902	Savannah Academy	Savannah, Ohio	1836	1838	J. M. Peoples	Non-sect.	2	2	125	65	60	80	45	45	6	29	6	6				
903	Smithville High School.	Smithville, Ohio	1846	1845	J. B. Eberly, A. M.	U. Broth.	4	4	274	130	214	40	20	20	10	1	1	1				
904	Salom Academy.	South Salem, Ohio	1843	1843	Thomas J. Dague, A. M.	Presb.	3	2	100	58	42	70	30	30	10	1	1	1				
905	Select School*	Saubury, Ohio	1845	1845	P. D. Robinson	Presb.	1	1	40	20	20	20	1	1	1	1	1	1				
906	Carleton College*	Savannah, Ohio	1845	1845	J. B. Tombs	Presb.	40	40	75	75	150	150	1	1	0	0	0	0				
907	Tallmadge Central School	Tallmadge, Ohio	0	1871	B. B. Longhead	Cong.	21	1	150	75	55	94	21	21	0	0	2	2				
908	Plain Seminary	Tupper's Plains, Ohio	1869	1869	Morris Powers	Cong.	1	1	45	24	21	21	3	3	0	0	2	2				
909	Twinsburg Institute.	Twinsburg, Ohio	0	1828	Samuel Bissell	Presb.	1	1	67	20	23	67	3	3	0	0	0	0				
910	Western Reserve Academy*	Watertown, Ohio	1855	1855	Rev. Robert Morrison	Presb.	3	2	73	50	23	69	1	1	10	10	3	3				
911	Western Reserve Seminary	West Farmington, Ohio	1842	1842	J. O. Reeve, A. B.	M. E.	2	2	133	64	69	69	1	1	16	16	2	2				
912	Canan Academy*	Windsor, Ohio	1856	1856	J. W. Cummings, B. A.	Non-sect.	2	2	108	43	60	60	1	1	10	10	2	2				
913	Rayan High School	Xenia, Ohio	1856	1856	Edwin S. Gregory, M. A.	Non-sect.	2	2	85	41	44	44	1	1	2	2	4	4				
914	Portland Academy and Female Seminary.	Portland, Oreg.	1851	1850	Rev. T. F. Royal, A. M.	M. E.	2	2	115	55	60	53	12	12	6	2	4	4				

913	Umpqua Academy.....	1857 1854	E. D. Curtis.....	M. E.....	1	5	125	63	62	80	45	0	0	0	0
916	Beaver College and Miskel Inst.....	1873 1853	Rev. R. T. Taylor, D. D.....	M. E.....	3	7	292	55	147	59	27	13	3	0	1
917	Bellevue College and Mount St. Mary's.....	1824 1827	Rev. James P. Hughes, A. M.....	Non-sect.....	2	2	70	40	30	30	30	20	5	5	5
918	Mount St. Mary's.....	1853	L. G. Grier.....	Presb.....	2	3	100	40	100	20	5	14	0	0	0
919	Katlamet Academy.....	0 1855	L. B. Hankey, A. M.....	Luth.....	2	4	150	118	32	150	8	6	10	4	16
920	St. Francis Seminary.....	0 1848	L. M. Keous, A. M.....	Ref. (G. P. man.)	2	1	170	90	80	160	5	10	.....	.....	.....
921	Waterspoon Institute.....	1849 1849	Rev. W. T. Brough, A. M.....	Presb.....	3	3	195	100	89	141	54	.....	.....	3	.....
922	Young Ladies' Seminary*.....	.....	M. S. Gibson.....	Episc.....	1	5	23	5	24	.....	.....	.....	.....	0	.....
923	Employment Institute.....	.....	Joseph Shortridge.....	Episc.....	2	4	100	60	40	.....	.....	.....	.....	2	.....
924	Dorchester English and Classical Seminary.....	1867	Benjamin Smith, A. M.....	Non-sect.....	2	6	200	125	75	.....	.....	.....	.....	1	3
925	Easton Academy.....	1872	Reuben J. L. Truch.....	Presb.....	2	1	100	75	25	95	5	7	3	1	.....
926	Edgar's Ridge Academy.....	0 1847	Rev. Alex. Donaldson, D. D.....	Presb.....	2	0	84	60	21	41	40	8	3	5	1
927	Keystone Academy.....	1868 1869	J. H. Harris, A. M.....	Luth.....	2	6	174	101	73	.....	.....	.....	.....	2	.....
928	College Institute.....	1852 1852	J. P. Sherman.....	Presb.....	1	2	70	35	35	70	4	1	4	0	0
929	Mt. Pleasant Academy.....	1856	Lewis B. Kerr.....	Luth.....	1	.....	60	33	27	58	2	.....	.....	1	.....
930	Leitchburg Lutheran Academy.....	1854 1851	W. T. Garraway.....	Luth.....	1	.....	63	39	24	29	12	22	6	29	.....
931	Lambton Institute.....	1874	Rev. J. M. Hunt, A. M.....	Luth.....	1	1	29	14	6	20	2	3	1	.....	.....
932	Laird Institute.....	1854	George M. Spangrove.....	Reform d.....	2	.....	54	32	92	31	19	4	15	.....	3
933	Clarion Collegiate Institute.....	1870 1870	Hubert H. Morrill, A. M.....	Non-sect.....	3	2	125	60	35	110	11	4	4	6	.....
934	Merrill's Academic School.....	1859 1858	P. Korn.....	Luth.....	3	1	125	102	93	75	50	.....	.....	6	0
935	Missionary Academy.....	1849	R. S. Kuhn.....	Presb.....	1	2	54	10	32	.....	.....	.....	.....	.....	.....
936	Shade Gap, Pa.....	1867 1868	R. R. Truitt.....	Non-sect.....	4	1	130	60	70	.....	.....	.....	.....	.....	.....
937	Southport Graded School.....	1856	R. S. Maxwell.....	Non-sect.....	4	1	65	31	34	40	35	2	.....	.....	.....
938	Stewartstown English and Classical Institute.....	.....	.....	Non-sect.....	4	1	65	31	34	40	35	2	.....	.....	.....
939	Sinquehanna Collegiate Institute.....	1853 1854	Edwin E. Quinlan.....	Presb.....	2	5	178	99	89	123	45	10	12	.....	2
940	Washington Hall Collegiate Institute.....	0 1850	A. Rambo.....	Non-sect.....	4	2	135	89	36	126	8	.....	4	.....	.....
941	Unionville Institute.....	1835	Jacob W. Harvey.....	Friends.....	2	2	79	44	35	.....	.....	.....	.....	.....	.....
942	Williamsport Dickinson Seminary.....	1856 1847	Rev. Edward J. Gray.....	M. E.....	6	3	178	112	66	50	60	50	60	.....	.....
943	Luzerne Presbyterian Institute*.....	1849 1849	Mary L. Reeve.....	Presb.....	1	1	66	29	37	.....	.....	.....	.....	.....	.....
944	Prince's Hill Family and Day School.....	1870	Isaac F. Cady, A. M.....	Non-sect.....	1	1	45	25	20	24	17	0	4	0	1
945	New England Yearly Meeting Boarding School of Friends.....	1819 1819	Albert K. Smiley, A. M.....	Friends.....	10	6	228	138	90	112	28	40	.....	5	.....
946	St. Bernard's Academy*.....	1839	Sister M. Stanislaus.....	R. C.....	0	5	110	40	70	.....	.....	.....	.....	5	.....
947	Peacedale Institute.....	0 1876	Rev. Timothy S. Dodge.....	Luth.....	1	1	111	74	37	108	3	2	0	0	0
948	Gowanusville Seminary.....	1873 1853	Rev. Thomas John Earle.....	Non-sect.....	1	3	85	54	33	74	11	.....	.....	.....	.....
949	Cam Grove Academy.....	1872	A. J. F. Hyde.....	Non-sect.....	1	0	107	56	51	33	6	4	15	0	4
950	Centerville Male and Female Acad.....	1833 1843	John D. Erbmann.....	Non-sect.....	1	1	19	10	16	3	2	.....	.....	.....	.....
951	Clifton Academy.....	1866 1866	J. C. Armstrong.....	Non-sect.....	3	.....	40	25	50	20	5	.....	.....	.....	.....
952	Clifton Masonic Academy.....	1856 1856	D. B. Johnson and J. N. Ellis.....	Non-sect.....	2	1	88	48	40	87	3	.....	.....	.....	.....
953	Clifton Seminary.....	1870	Alex. D. McHenry, A. B.....	Non-sect.....	1	2	113	81	32	73	31	6	3	1	.....
954	Stonewall Male and Female College.....	1874	Rev. M. R. Elliott.....	Non-sect.....	3	3	113	81	32	73	31	6	3	1	.....
955	Culleoka Institute.....	1868 1868	W. R. Webb, A. M.....	Non-sect.....	2	1	100	75	25	30	70	10	(30)	.....	1
956	Wathuga Academy.....	.....	R. M. Cass.....	Non-sect.....	3	1	175	100	75	175	.....	.....	.....	.....	.....
957	Flag Pond Seminary.....	1870	Nat. E. Hyder.....	Baptist.....	1	1	150	80	70	138	12	.....	.....	.....	.....

* From Report of Commissioner of Education for 1873.

TABLE VI.—Statistics of institutions for secondary instruction for 1874, &c.—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific schools since close of last academic year.
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
958	Friendsville Institute.....	Friendsville, Tenn.....	0	1855	William Russell, A. B.....	Friends.	(3)		120	63	57	.....	.....	.....	.....	.....	.....	.....
959	Neophogen Male and Female College.	Gallatin, Tenn.....	1873	1873	John M. Walton.....	Non-sect.	11		6	181	123	58	.....	.....	.....	.....	.....	.....
960	Rhea Academy.....	Greenville, Tenn.....	1850	1850	James Armitage.....	.....	3	2	250	130	120	140	60	.....	60	90	40	25
961	Harrison High School.....	Harrison, Tenn.....	1874	1863	B. H. Logan.....	.....	2	1	133	80	73	65	42	46	22	14	2	1	
962	West Tennessee Seminary.....	Hollow Rock, Tenn.....	0	1874	A. D. Wexler.....	M. E.	2	3	85	55	30	80	5	.....	15	.....	0	0
963	Huntingdon Male and Female Academy.....	Huntingdon, Tenn.....	1871	1871	J. E. Smith.....	Non-sect.	1	1	56	32	24	.....	.....	.....	.....	.....	.....	.....
964	Hopewell Academy.....	Lincoln, Tenn.....	0	1873	Rev. J. W. Wait.....	U. P.	1	3	38	17	21	35	3	0	3	0	1	.....	
965	Landon High School.....	Landon, Tenn.....	1874	1870	Rev. D. S. Bodenhamer, A. M., J. D.	Cum b.	3	3	168	100	68	134	34	.....	10	30	.....	.....
966	Lynchburg Institute.....	Lynchburg, Tenn.....	1870	1870	A. T. Seitz.....	Presb.	2	1	50	27	23	13	9	.....	4	4	1	1	
967	McKenzie Male and Female College.	McKenzie, Tenn.....	1871	1867	H. C. Irby, A. M., and E. H. Kandle, A. M.	Non-sect.	2	4	196	100	96	170	7	.....	38	10	.....	.....
968	Le Moyne Commercial School.....	Memphis, Tenn.....	1871	1871	A. J. Steele.....	Cong.	2	5	290	115	175	290	.....	.....	.....	.....	.....	.....
969	Mt. Pleasant Institute*.....	Mt. Pleasant, Tenn.....	1873	1873	J. P. Hamilton.....	Baptist.	1	2	75	39	36	.....	.....	.....	.....	.....	.....	.....
970	Holston Seminary.....	New Market, Tenn.....	1874	1874	William E. F. Milburn, A. M.	M. E.	1	1	85	50	35	80	5	.....	5	25	6	0	
971	Chattanooga District High School.	Oleway, Tenn.....	1868	1869	R. H. Brown.....	M. E. S. th	1	1	90	50	40	80	10	.....	10	15	4	.....	
972	Oak Grove Academy.....	Pin Hook, Tenn.....	1868	1869	James T. Shunkling.....	M. E. S. th	1	1	95	45	50	60	20	15	20	15	.....	.....
973	Clear Spring Academy.....	Itheadown, Tenn.....	1849	.....	A. G. Register.....	Cum b.	2	.....	137	88	49	132	9	.....	25	75	.....	.....
974	Squatchie College.....	Robinson's Cross-Roads, Tenn.....	1870	1864	A. F. Moore.....	Presb.	2	2	130	70	60	120	10	.....	.....	.....	.....	.....
975	Madison Academy.....	Radledge, Tenn.....	1840	1842	J. Marshall Davidson.....	Non-sect.	1	1	50	20	30	40	10	.....	0	0	0	0	
976	Fulton Academy.....	Smithville, Tenn.....	1840	1835	John J. Smith.....	Non-sect.	2	0	95	50	45	.....	30	10	20	10	6	.....	

[illegible]

a Temporarily closed.

* From Report of Commissioner of Education for 1873.

TABLE VI.—Statistics of institutions for secondary instruction for 1874, &c.—Concluded.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific schools since close of last academic year.
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
022	River Falls Institute.....	River Falls, Wis.....	0	1869	Henry S. Baker, A. B.....	Meth.....	1	65	30	35	61	4	0	3	0					
023	Rochester Seminary.....	Rochester, Wis.....	1867	1867	R. F. Peckley, B. S.....	Free Bap	1	101	69	32	97	4		1	4					
024	Cerro College.....	Waukesha, Wis.....	1845	1846	W. L. Rankin, A. M.....	Presb	3	151	83	68				(20)						
025	Milton School.....	Washington, D. C., (80 1 street N. E.)		1874	Thomas Seaton Donoho.....		1	20	8	12	20									
026	Miss Calkins's School.....	Washington, D. C., (corner Third and B streets southeast)			Miss R. N. Calkins.....		1	60	35	25	60	0	0							
027	Select School and Kindergarten.....	Washington, D. C., (corner Fifth and I streets.)		1871	The Misses Perkey.....		3	50	24	26	50									
028	St. John's School.....	Logan, Utah.....	0	1873	Charles G. Davis.....	P. E.....	1	80	44	36	76	4	0	4	0	0	0			
029	School of the Good Shepherd.....	Ogden, Utah.....	0	1870	Edgar H. Tallman.....	P. E.....	1	4	121	55	65	121	0	4	0	0	0			
030	Rocky Mountain Seminary.....	Salt Lake City, Utah.....	0	1870	Frederick S. Stein, A. M.....	M. E.....	1	4	207	107	100	191	7	9	0	4				
031	Salt Lake Collegiate Institute.....	Salt Lake City, Utah.....	0	1873	J. M. Coyner, A. M., Ph. D.....	Presb.....	1	2	55	36	23	52	3	0						

TABLE VI.—Statistics of institutions for secondary instruction for 1874, &c.—Continued.

NOTE.—× indicates an affirmative answer; 0 indicates no or none; indicates no returns.

Number.	Name.	Is drawing taught?	Vocal?	Is musical instruction taught?	Chemical laboratory.	Philosophical cabinet and apparatus.	Number of volumes.	Increase in the past year.	Average annual expenses.					Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begun—		
									Lodging.	Board.	English course.	Classical course.	Modern languages.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fee.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
PART I.																					
Schools for boys.																					
1	Lafayette Male Academy.....	0	0	0	0	0	0	0	\$200	\$300	\$30	\$50	.....	\$500	0	0	0	0	40 January 12.	
2	Andrews Institute.....	×	×	×	×	×	500	0	(180)	150	45	30	.....	2,000	0	0	0	0	40 August 1.	
3	Hammer Hall School for Boys.....	×	×	×	×	×	400	0	(180)	150	45	67	.....	25,000	0	0	0	0	39 October 1.	
4	Park High School.....	0	0	0	0	0	130	0	(6320)	0	36	83	.....	60,000	0	0	0	0	40 September 13.	
5	Golden Gate Academy.....	0	0	0	0	0	0	0	(400)	0	103	100	.....	0	0	0	0	0	40 July, last Wed.	
6	Urban Academy.....	×	×	×	×	×	0	0	0	0	0	0	.....	0	0	0	0	0	43 July.	
7	Commercial and Military Institute.....	×	×	×	×	×	0	0	(300)	0	60	80	.....	20,000	0	0	0	0	40 September 1.	
8	Darwin Seminary.....	×	×	×	×	×	25	0	(6400)	0	0	0	.....	50,000	2,800	0	0	0	40 September 20.	
9	Buckley High School for Boys.....	×	×	×	×	×	200	0	(300)	0	(150)	0	.....	25,000	0	0	0	0	39 September 1.	
10	Hilado Seminary.....	×	×	×	×	×	0	0	0	0	0	0	.....	30,000	0	0	0	0	39 September 15.	
11	Stanford Military Institute.....	×	×	×	×	×	0	0	(300)	0	(6300)	40	.....	10,000	0	0	0	0	40 Sept., 24 Wed.	
12	English and Classical School for Boys.....	×	×	×	×	×	0	0	(350-500)	0	40	40	.....	12,000	0	0	0	0	40 September 13.	
13	School for Boys.....	×	×	×	×	×	0	0	0	0	0	0	.....	20,000	0	0	0	0	40 May 16.	
14	The Gundry (private school).....	0	0	0	0	0	500	0	(6200)	0	0	0	.....	52,000	0	0	0	0	40 Sept., 1st Mon.	
15	Whitington Conference Academy.....	×	×	×	×	×	300	75	0	0	60	73	.....	3,000	0	0	0	0	40 Sept., 1st Mon.	
16	Engay Academy.....	×	×	×	×	×	0	0	25	100	30	43	.....	4,000	430	0	0	0	40 September 1.	
17	Heam Manual Labor School.....	0	0	0	0	0	0	0	(135)	0	(75)	0	.....	5,350	0	0	0	0	40 October 1.	
18	Stade School for Boys.....	0	0	0	0	0	0	0	(200)	0	30	40	.....	19,500	0	0	0	0	40 September 1.	
19	Saunder Bailey Male Institute ^a	0	0	0	0	0	0	0	0	120	30	50	.....	4,000	0	0	0	0	40 Aug., 2d Mon.	
20	Marrieda Male Academy.....	0	0	0	0	0	350	0	10	120	40	50	.....	2,500	0	0	0	0	40 August 3.	
21	Collinsworth Institute.....	×	×	×	×	×	0	0	(150)	0	40	50-60	.....	40,000	0	0	0	0	40 Jan., 1st Mon.	
22	Pletcher Institute.....	×	×	×	×	×	250	0	(6400)	0	0	0	.....	29,000	0	0	0	0	40 September 10.	
23	Lake Forest Academy.....	×	×	×	×	×	0	0	(400)	0	10	0	.....	15,000	0	0	0	0	40 Sept., 1st Tues.	
24	Todd Seminary for Boys ^a	0	0	0	0	0	525	0	0	0	0	0	.....	3,000	0	0	0	0	43 September 1.	
25	St. Mary's Academy.....	×	×	×	×	×	200	0	(150)	0	0	0	.....	5,000	0	0	0	0	42 Sept., 1st Mon.	
26	St. Paul's Grammar School.....	×	×	×	×	×	0	0	0	0	0	0	.....	0	0	0	0	0		
27	Fairfield College ^a	×	×	×	×	×	0	0	0	0	0	0	.....	0	0	0	0	0		

^a From Report of Commissioner of Education for 1873.^b Including tuition.^c Including board.

[illegible]

* From Report of Commissioner of Education for 1873.

a Including tuition.

including board.

Apparatus and furniture.

d Apparatus.

[illegible]

From Report of Commissioner of Education for 1873.

including taktion.

b Including board.

e Apparatus.

200	Sacramento Seminary.....	350	0	350	20	—	400	45	70	70	35,000	Jan., 1st Mon.
201	Point Loma Seminary.....	350	0	350	—	—	300	150	—	—	5,000	October 26.
202	Academy of Notre Dame.....	350	0	350	—	—	300	—	—	—	2,500	July 16.
203	Home Institute.....	350	0	350	—	—	300	—	—	—	15,000	Aug., 1st Mon.
204	Madame Zoltka's Institute.....	350	0	350	—	—	300	—	—	—	50,000	July 21.
205	Laurel Hall.....	350	0	350	—	—	300	—	—	—	12,000	August.
206	Boarding and Day School for Young Ladies.....	350	0	350	—	—	300	—	—	—	20,000	Sept., 3d Wed.
207	Eldorado School.....	350	0	350	—	—	300	—	—	—	25,000	Sept. 15.
208	Croce Hall School for Young La- dies.....	350	0	350	—	—	300	—	—	—	75,000	September 21.
209	The Misses Noll's English and French School.....	350	0	350	—	—	300	—	—	—	—	Sept., 3d week.
210	Boarding and Day School for Young Ladies.....	350	0	350	—	—	300	—	—	—	3,000	September.
211	Mrs. Hall's Boarding and Day School.....	350	0	350	—	—	300	—	—	—	20,000	September 20.
212	Home and Day School for Young Ladies.....	350	0	350	—	—	300	—	—	—	400	September 9.
213	Oak Hill Ladies' Seminary.....	350	0	350	—	—	300	—	—	—	25,000	September.
214	Young Ladies' Institute.....	350	0	350	—	—	300	—	—	—	—	Sept., 1st Wed.
215	Misses Robertsons' Boarding and Day School.*.....	350	0	350	—	—	300	—	—	—	—	Sept., 2d Wed.
216	St. Joseph's Academy.....	350	0	350	—	—	300	—	—	—	80,000	October 1.
217	Institute of the Immaculate Con- ception.*.....	350	0	350	—	—	300	—	—	—	—	September 1.
218	Chicago Ladies' Seminary.....	350	0	350	—	—	300	—	—	—	15,000	Sept., 2d Mon.
219	Deborah Seminary.....	350	0	350	—	—	300	—	—	—	12,000	September.
220	Misses Grants' Seminary.....	350	0	350	—	—	300	—	—	—	7,000	September 9.
221	Park Institute.....	350	0	350	—	—	300	—	—	—	200,000	September 14.
222	St. Francis Xavier's Academy.....	350	0	350	—	—	300	—	—	—	25,000	September 10.
223	Monticello Female Seminary.....	350	0	350	—	—	300	—	—	—	50,000	September.
224	Young Ladies' Atheneum.....	350	0	350	—	—	300	—	—	—	1,000	Sept., 1st Mon.
225	St. Mary's School.....	350	0	350	—	—	300	—	—	—	3,000	September 1.
226	Academy of the Assumption.....	350	0	350	—	—	300	—	—	—	25,000	Sept., 1st Mon.
227	St. Joseph's Academy.....	350	0	350	—	—	300	—	—	—	10,000	Sept., 2d Mon.
228	St. Rose's Boarding School*.....	350	0	350	—	—	300	—	—	—	200	Sept., 2d Mon.
229	Hollowood Female Seminary.....	350	0	350	—	—	300	—	—	—	0	Sept., 2d Mon.
230	Bardswood Female Academy.....	350	0	350	—	—	300	—	—	—	0	Sept., 2d Mon.
231	Nazareth Literary and Benevolent Institution.....	350	0	350	—	—	300	—	—	—	0	Sept., 1st Mon.
232	Green River Female College.....	350	0	350	—	—	300	—	—	—	5,500	September 7.
233	Caldwell Female Institute.....	350	0	350	—	—	300	—	—	—	1,000	Sept., 1st Mon.
234	Greenwood Female Seminary.....	350	0	350	—	—	300	—	—	—	42	Sept., 1st Mon.
235	Galaxy Academy.....	350	0	350	—	—	300	—	—	—	4,500	Sept., 2d Mon.
236	Christ Church Seminary.....	350	0	350	—	—	300	—	—	—	1,150	Sept., 2d Mon.
237	Sacramento Seminary.....	350	0	350	—	—	300	—	—	—	55,000	Sept., 1st Mon.
238	College School for Young Ladies.....	350	0	350	—	—	300	—	—	—	0	Sept., 1st Mon.
239	Marysville Female College.....	350	0	350	—	—	300	—	—	—	0	Sept., 1st Mon.
240	Visitation Academy*.....	350	0	350	—	—	300	—	—	—	0	September 1.

* From Report of Commissioner of Education for 1873.

α Including tuition.

Including board.

* From Report of Commissioner of Education for 1873.

TABLE VI.—Statistics of institutions for secondary instruction for 1874, &c.—Continued.

Number.	Name.	Is drawing taught?	Vocal?	Instrumental?	Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Average annual expenses.					Property, income, &c.					Number of weeks in scholastic year.	Scholastic year begins—	
							Number of vol-umes.	Increase in the past year.	Lodging.	Board.	English course.	Classical course.	Modern languages.	Value of grounds, buildings, and apparatus.	Amount of pro-ductive funds.	Income from pro-ductive funds.	Receipts for the last year from tuition-fee.				
1920-21	1	x	x	x	x	x	21	25	26	27	28	29	30	31	32	33	34	35	36		
241	St. Francis Academy.....	x	x	x	x	x	1,600	.....	(5132)	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	Sept., 1st Mon.
242	Mt. St. Benedict's Academy*.....	x	x	x	x	x	2,000	.....	(180)	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	September 1.
243	Academy of St. Catherine of Sienna.....	x	x	x	x	x	.....	.....	(\$180)	.....	.....	.....	.....	.....	.....	.....	.....	.....	42	Sept., 1st Mon.
244	St. Vincent's Academy.....	x	x	x	x	x	250	.....	\$200	.....	.....	.....	.....	.....	.....	.....	.....	.....	41	September 15.
245	D'Arvin Institute.....	x	x	x	x	x	200	0	6275	.....	.....	.....	.....	.....	.....	.....	.....	.....	43	Sept., 1st Mon.
246	New Orleans Female Collegiate Institute.....	x	x	x	x	x	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	47	March, 1st Mon.
247	St. Catharine's Hall.....	x	x	x	x	x	350	0	250	.....	.....	.....	.....	.....	.....	.....	.....	.....	38	September 16.
248	Family School for Girls at "The Willows.".....	x	x	x	x	x	400	.....	(6350-400)	.....	.....	.....	.....	.....	.....	.....	.....	.....	38	September 2.
249	Casco Street Seminary.....	x	x	x	x	x	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	September 17.
250	Morrison Academy.....	x	x	x	x	x	.....	.....	(6550)	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	September 20.
251	Mt. Vernon Institute.....	x	x	x	x	x	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	43	September 20.
252	Island Academy.....	x	x	x	x	x	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	September 15.
253	Samuel T. Lester's Seminary.....	x	x	x	x	x	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	September 20.
254	School for Young Ladies.....	x	x	x	x	x	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	September 15.
255	Southern Home School.....	x	x	x	x	x	.....	.....	(6550)	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	September 15.
256	Albwick Seminary for Young Ladies.*.....	x	x	x	x	x	(250)	43	Sept., 1st Mon.
257	Notre Dame of Maryland.....	x	x	x	x	x	1,000	20	(6300-350)	.....	.....	.....	.....	.....	.....	.....	.....	.....	42	Sept., 1st Mon.
258	Fingersdown Seminary for Young Ladies.....	x	x	x	x	x	400	0	160	.....	.....	.....	.....	.....	.....	.....	.....	.....	42	Sept., 1st Mon.
259	St. John's Female Seminary.....	x	x	x	x	x	1,000	.....	(340)	.....	.....	.....	.....	.....	.....	.....	.....	.....	49	Sept., 1st Wed.
260	Lehighville Female Seminary.....	x	x	x	x	x	550	.....	(320)	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	September 1.
261	Frandale Home School.....	x	x	x	x	x	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	Sept., 2d Mon.
262	The Hannah More Academy.....	x	x	x	x	x	135	.....	(6200)	.....	.....	.....	.....	.....	.....	.....	.....	.....	33	Sept., 2d Wed.
263	Stamers School for Girls.....	x	x	x	x	x	626	0	(185)	.....	.....	.....	.....	.....	.....	.....	.....	.....	33	Sept., 2d Wed.
264	English, French, and German Family and Day School.....	x	x	x	x	x	1,500	0	(4500)	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	October 1.
265	Cedron Mansion Home School.....	x	x	x	x	x	306	20	(6500)	.....	.....	.....	.....	.....	.....	.....	.....	.....	38	October 1.

TABLE VI.—Statistics of institutions for secondary instruction for 1874, &c.—Continued.

Number.	Name.	Is drawing taught?	Vocal? Is music taught?	Chemical laboratory.	Philosophical cabinet	Library.		Average annual expenses.				Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
						Number of volumes.	Increase in the past year.	Lodging.	Board.	English course.	Classical course.	Modern languages.	Value of grounds, buildings, and apparatus.	Amount of pro-ductive funds.	Income from pro-ductive funds.	Receipts for the last year from tuition-fee.	
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
304	St. Mary's School for Girls.	x	x	x	x	50				\$40		\$0	\$19,000	\$0			40 Sept., 1st Mon.
305	Phelps Union Female Seminary.	x	x	x	1,171	0				25	\$25	40	25,000	0			40 Sept., 1st Thurs.
306	Young Ladies' Institute.	x	x	x	500	0	(a\$140)			25-42	6	6	35,000	0		\$2,800	40 Sept., 2d Tues.
307	French and English Home Academy for Young Ladies.	x	x	x													
308	Academy of the Visitation.	x	x	x	400												
309	St. Mary's Academy.	x	x	x	0								80,000	0			40 Sept., 1st Mon.
310	Ontario Female Seminary.	x	x	x	1,100	20	(350)			12		21	21,000	0		2,080	40 September 15.
311	Drew Seminary and Female College.	x	x	x	3,000		(312)			20		20	75,000	0			38 August 12.
312	Clifton Springs Seminary.	x	x	x	300	20		200		23		20	10,000		1,100		40 September 1.
313	Home School for Young Ladies.	x	x	x			(a330)						25,000				40 September 16.
314	Houghton Seminary.	x	x	x	1,239	42		300		25	25	20	24,400		4,000		40 Sept., 2d Thurs.
315	Croton Institute.	x	x	x				(330)		60-80	20	40	20,000				40 September 10.
316	English and French Boarding School for Young Ladies.	x	x	x	206	33		300							6,500		40 September 15.
317	St. Joseph's Academy.	x	x	x	500	100				250	250	320	130,000				42 Sept., 1st Mon.
318	St. Joseph's Academy.	x	x	x									35,000		1,003		42 Sept., 1st Mon.
319	French Institute for Young Ladies.	x	x	x	300	50	(a600)						100,000	0		642,000	40 September 20.
320	Hamilton Female Seminary.	x	x	x	500		(a300)			30	30	15	20,000		4,000		39 September 10.
321	Hudson Young Ladies Seminary.	x	x	x			(a300)					16					40 Sept., 2d Mon.
322	The Misses Skinner's School for Young Ladies.	x	x	x	50		(a350)			24-45			40	9,000	0	2,100	40 Sept., 2d Mon.
323	Union Hall Female Academy.	x	x	x			(a330-400)			32-60		32	12,000				40 September 15.
324	Jackson Institute.	x	x	x				a300								4,400	40 September 15.
325	Mt. Vernon Young Ladies' Seminary.	x	x	x						440-100							40 September 16.
326	Home School for Young Ladies.	x	x	x	250	5		240		60	30	40	10,500	0	0	222	40 September 21.
327	Academy of the Visitation.	x	x	x	500			a350				32	32				40 Sept., 1st Mon.
328	Academy of the Holy Cross.	x	x	x	500			a325				20					43 Sept., 1st Mon.
329	Charlier Institute for Young Ladies.	x	x	x	0					a100-200							39 September 23.
330	D'Aer's Institute for Young Ladies.	x	x	x	100		(a700-800)						90,000				40 September 18.

TABLE VI.—Statistics of institutions for secondary instruction for 1874, &c.—Continued.

Number.	Name.	Is drawing taught?	Vocal?	Is music taught?	Instrumental?	Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Average annual expenses.				Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
								Number of volumes.	Increase in the past year.	Leasing.	Board.	English course.	Classical course.	Modern languages.	Value of grounds, buildings, and apparatus.	Amount of pro- ductive funds.	Income from pro- ductive funds.	Receipts for the last year from tuition-fee.	
1		19-20	21-22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
365	Literary Institute of the Sisters of Notre Dame.	x										\$10-50							Sept., 1st Mon.
366	Miss E. H. Appleton's Select School.	x										100			\$2,600	0		\$10,500	September 21.
367	Hudson Ladies' Seminary.	0	0	0	0	0	0		1-4			20-25	\$20-25		110,000	0		12,200	September 3.
368	Lake Erie Seminary.	0	0	0	0	0	0		1,400			(\$163)			33,000				September 3.
369	Portsmouth Young Ladies' Seminary.	x							108			50							Sept., 2d week.
370	Upsalton Convent.	x							708			(200)						25,000	Sept., 1st Mon.
371	Springfield Female Seminary.	x							500						20,000				Sept., 1st Mon.
372	Steubenville Female Seminary.	x							3,000				(75)	20	50,000				September 9.
373	Ursuline Convent.	x																	Sept., 1st Mon.
374	Putnam Female Seminary.	x							2,500			20-15		30	40,000				Sept., 1st Mon.
375	Belleve Ladies' Institute.	x							250			50		30	25,000				September 10.
376	St. Xavier's Academy.	x							3,000					20	150,000	0	0		Sept., 1st Mon.
377	Bishop Thorpe School for Girls.	x							200			70			20,000	0	0	12,000	September 1.
378	Young Ladies' Seminary.	x										43-0						2,500	September 15.
379	Linden Female Seminary.	x										200			17,000				Sept., 1st Wed.
380	School for Young Ladies and Children.	x										22-18	24						September 12.
381	Ervidown Seminary for Young Ladies.	x							450			160	40	20	12,000		\$500	2,000	September 28.
382	St. Benedict's Academy.	x							1,500			61-50	24	21					Sept., 1st Mon.
383	Boarding and Day School for Young Ladies.	x							600			375	(125)	50				7,000	September 13.
384	Academy of Our Lady of the Sacred Heart.	x												20					Sept., 1st Mon.
385	Holidaysburg Female Seminary.	x							1,000			40		0	70,000			4,000	Sept., 2d Wed.
386	Eaton Female Institute.	x										36	10		15,000				April 5.
387	St. Xavier's Academy.	x							3,000						150,000			30,000	September 1.
388	Linden Hall Seminary.	x							3,000						35,000			246,810	September 1.
389	Muncy Seminary for Young Ladies.	x							100				12	22					September.

3909	Albion English and Classical Institute.	x	x	0	0	0	c100	200				40
3910	Boarding and Day School for Young Ladies.	x	x									39
3922	Institute for Young Ladies.	x	x	x	x	1,200	(430)	130	130			40
3933	Miss Anable's School for Young Ladies.	x	x	x	x							40
3934	Philadelphia Seminary.	x	x	x	x		(6500)					40
3935	School for Young Ladies.	x	x	x	x			70	0	50		41
3936	Seminary for Young Ladies.	x	x	x	x							41
3937	Washington Institute for Young Ladies.*	x	x	x	x			40-80	24	24		44
3938	West Penn Square School.*	x	0	0	0	60						40
3939	West Philadelphia Young Ladies' Institute.	x	x	x	x		a400	50-120		17,000		40
430	Young Ladies' Institute.	x	x	x	x	2,000				30,000		40
401	Young Ladies' Seminary.	x	x	x	x	250	a300		(80-125)			39
402	Gottage Seminary for Young Ladies.	x	x	x	x	0	200	50	30	20,000	0	40
403	Eldon Seminary.	x	x	x	x	0						40
404	Boarding and Day School for Girls, English, French, and German.	x	x	x	x	500	(a700)		(120-130)			40
405	Boarding and Day School.	x	x	x	x		400	100	125			40
406	Limestone Springs Female High School.	x	x	x	x	600	(143)	20-40	0	16,000	0	40
407	Redville Female College.	x	x	x	x		(125)	30	40	15,000	0	40
408	St. John's Hall.	x	x	x	x	54	(160)	40	10	15,000	0	40
409	Yorkville Female College.	x	0	0	0	0	(150)	26	10	6,000	0	40
410	Clarksville Female Academy.	x	x	x	x	10,000		50	30	80,000		40
411	Columbian Athenaeum.*	x	x	x	x	530	(180)			135,000	0	42
412	Edgewell Female Seminary.	x	x	x	x	4,000	(200)		(15-25)	15,000	0	40
413	Hopo Institute.	x	x	x	x	3,000	(266-276)			20,000	0	40
414	Greenwood Seminary.	x	x	x	x	0	140	30	50	5,000	0	40
415	Lebanon Female College.	x	x	x	x	0	120	25	40	4,000	0	40
416	Masonic Female Academy.	x	x	x	x	500	170	32-21	6	12,000		40
417	Female Institute.	x	x	x	x	0	(150)	12-21	20	2,500		40
418	Kipley Female Institute.	x	x	x	x	2,000	(300)	51	30	1,500		40
419	Shelbyville Collegiate Institute.	x	x	x	x	0			20			40
420	Austin Female Institute.*	x	x	x	x	0	(230-253)		20			40
421	German-American Young Ladies' College.	x	x	x	x	315					6,070	41
422	Live Oak Female Seminary.	x	x	x	x	0	(180)		20	10,000	0	42
423	Clark Seminary for Young Ladies.*	x	x	x	x	500	(200)	50				43
424	Convent of the Incarnate Word.	x	x	x	x	600	(160)	10-30	10	20,000	0	41
425	St. Agnes Hall.	x	x	x	x	300	265	40	20			38
426	The Burlington Boarding and Day School.	x	x	x	x	800	225	50	75			37
427	Montebello Ladies' Institute.	x	x	x	x	2,000		30	21	24,000		37
428	Boarding and School of the Sisters of Notre Dame.	x	x	x	x							44
429	From Report of Commissioner of Education for 1873.	x	x	x	x	120	a160			10,000		43

a Including tuition. *b* Including board. *c* Including modern languages.

* From Report of Commissioner of Education for 1873.

TABLE VI.—Statistics of institutions for secondary instruction for 1874, &c.—Continued.

Number.	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Average annual expenses.					Property, income, &c.					Number of weeks in scholastic year.	Scholastic year begins—
		Vocal?	Instrumental?					Number of volumes.	Increase in the past year.	Lodging.	Board.	English course.	Classical course.	Modern languages.	Value of grounds, buildings, and apparatus.	Amount of pro-ductive funds.	Income from pro-ductive funds.	Receipts for the last year from tuition-fee.			
1		19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36		
430	St. Mary's Academy*									(\$200)		\$20						40	Sept. 1st Mon.		
431	Culpeper Female Institute					x				(\$125)	\$40	15		\$10,000			\$2,500	40	September 14.		
432	White Rock Female High School	0	x	x	0	x	0			108	30	18		3,000			1,200	36	October 1.		
433	Ann Smith Academy*	0	0	x	0	0	0	0				(45-50)						37	September 15.		
434	Academy of the Visitation			x	0	0	1,000			200	25		20	25,000	\$0	\$0	5,000	40	Sept., 1st Mon.		
435	St. Patrick's Female Academy			x		0								8,000			1,500	40	Sept., 1st Mon.		
436	Landon Female School			x		0	200	200		100	25	10	10	20,000			300	40	Sept., 1st Mon.		
437	Fairfax Hall			x		0	700	10		(200)	40	50	60	20,000				40	September 1.		
438	Morgantown Female Seminary			x		0	4,000			(180)	24-36		16	10,000			63,000	40	Sept., 1st Mon.		
439	Mt. de Chantal Academy			x		0	275	12		(200)	32	40	20	50,000	0	0	3,869	40	Sept., 3d Wed.		
440	Lake Geneva Seminary			x		x	1,000	25		(300)		(150)		60,000	2,000		10,000	38	September 16.		
441	Kemper Hall			x		x				(300)							44	Sept., 1st Mon.			
442	St. Mary's Day School			x		x				(2150)				100,000				44	Sept., 1st Mon.		
443	St. Mary's Institute			x		x	1,500											44	Sept., 1st Mon.		
444	St. Catherine's Academy			x		x	2,000											44	Sept., 1st Mon.		
445	Academy of the Visitation			x		x												43	September 1.		
446	Boarding and Day Seminary for Young Ladies.			x		x												44	Sept., 1st Mon.		
447	Georgetown Collegiate Institute for Young Ladies	0	x															42	Sept., 1st Wed.		
448	Georgetown Female Seminary			x		0	250			260	20-70							40	September 16.		
449	Academy of the Sacred Heart of Mary.			x																	
450	Academy of the Visitation			x	x	x	300	75					20					43	Sept., 1st Mon.		
451	Capitol Hill Female Seminary			x	x	x	50					(40-60)		2,000	0	0		40	Sept., 1st Wed.		
452	Columbia Academy for Young Ladies.			x	0	0											600	40	September 7.		
453	English, French, and Classical Institute.			x		x			120	240	80	20	20					40	Sept., 2d Mon.		
454	Incarnational Church School			x		0	110	45			44	44	44				1,400	40	Sept., 2d Wed.		
455	Memorial Hall			x		x												40	Sept., 1st Mon.		

TABLE VI.—*Statistics of institutions for secondary instruction for 1874, &c.—Continued.*

[illegible]

TABLE VI.—Statistics of institutions for secondary instruction for 1874, &c.—Continued.

Number.	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Average annual expenses.						Property, income, &c.					Number of weeks in scholastic year.	Scholastic year begins —
		Vocal?	Instrumental?	Number of volumes.	Increase in the past year.			Lodging.	Board.	English course.	Classical course.	Modern languages.	Value of grounds buildings, and apparatus.	Amount of pro- ductive funds.	Income from pro- ductive funds.	Receipts for the tuition-fee.						
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36			
567	Maysville Seminary	0	0	0	0	0	0	0	0	(\$200)	36	40	\$40	\$3,000	\$0		\$1,450	40	August 31.			
568	Minerva Academy	0	0	0	0	0	0	0	0	(150)	36	(34)	50	14,142	5,000		4,000	40	Sept., 1st Mon.			
569	Morganfield Collegiate Institute	0	0	0	0	0	0	0	0	(90-120)	32-40	50	20	18,000	3,000		3,000	40	Sept., 1st Mon.			
570	Murray Male and Female Institute	0	0	0	0	0	1,000	0	0	(200)	12-25	20	20	18,000	0		61,200	40	Aug., 4th Mon.			
571	Henry Male and Female College	0	0	0	0	0	500	20	0	(180)	30-40	40	10	7,000	3,000	180	3,250	40	Sept., 1st Mon.			
572	Browder Institute	0	0	0	0	0	0	0	0		27	40	0	2,500	0		0	40	Sept., 1st Mon.			
573	Owenton High School	0	0	0	0	0	0	0	0	10-20	30			10,000	42	1,000	800	40	Sept., 1st Mon.			
574	Bath Seminary	0	0	0	0	0	300	0	0	(185)		(100)		14,000	42	800	42	40	Sept., 1st Mon.			
575	St. Charles School	0	0	0	0	0	0	0	0					5,000	0	0	2,500	36	Aug., last Mon.			
576	Select School	0	0	0	0	0	0	0	0	120	30	40		11,080	0	2,500	40	September 1.				
577	Simpsonville Academy	0	0	0	0	0	0	0	0		22	32	32	15,400	0	0	2,500	40	February 6.			
578	Masonic College	0	0	0	0	0	0	0	0	(140)				7,000	0	0	2,500	40	September 7.			
579	Vanceburg Male and Female Academy.	0	0	0	0	0	0	0	0	(200)				30,000	0	0	7,500	47	Sept., 1st Mon.			
580	Winchester Male and Female High School.	0	0	0	0	0	20	0	0		55	0	20	30,000	0	0	800	32	August 18.			
581	Hebrow Educational Society Institute.	0	0	0	0	0	500	2	0	96	12	16	16	2,000	3,800	928	1,200	44	Sept., 1st Tues.			
582	Somerses Academy	0	0	0	0	0	0	0	0		6	22	22	2,000	10,000	600	183	24	September.			
583	Gould's Academy	0	0	0	0	0	0	0	0		14	21	21	30,000	30,000	2,000	1,000	40	Aug., 1st Wed.			
584	Blue Hill Academy	0	0	0	0	0	0	0	0	140		(20)	21	6,000	4,000	250		38	April.			
585	East Maine Conference Seminary	0	0	0	0	0	0	0	0	(152)		18	18	2,500	2,000	160		22	Sept., 1st Mon.			
586	Calais Academy and High School	0	0	0	0	0	0	0	0		96			2,500	2,000	100		22	Sept., last week.			
587	China Academy	0	0	0	0	0	400	0	0	(105-175)	4-5	6	6	10,000	23,000	1,320	175	35	August 31.			
588	Cornwall Union Academy*	0	0	0	0	0	450	50	0	(136)	7	8	10	105,000	20,000	2,300	3,300	39	August 17.			
589	Greely Institute	0	0	0	0	0	1,000	38	0		6	9	9	500	30			16	September.			
590	Westbrook Seminary	0	0	0	0	0	0	0	0		12	21	21	3,500	2,600		33	33	Sept., 1st Mon.			
591	Exeter High School	0	0	0	0	0	0	0	0		160	9	24	10,000	4,000	240	1,050	40	September.			
592	Foxcroft Academy	0	0	0	0	0	650	20	0											February 16.		
593	Pyreback Academy	0	0	0	0	0	300	0	0													
594	Hamden Academy	0	0	0	0	0	0	0	0													

[illegible]

*From Report of Commissioner of Education for 1873.

Including tuition,

For five months.

TABLE VI.—Statistics of institutions for secondary instruction for 1874, &c.—Continued.

Number.	Name.	Is drawing taught?	Is music taught?	Chemical laboratory.	Philosophical cabinet and apparatus.	Library.				Average annual expenses.				Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
						Number of volumes.	Increase in the past year.	Lodging.	Board.	English course.	Classical course.	Modern languages.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fee.	34	35	
		19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
644	New Church Institute of Education	x	x	x	x	x	x	x	(320)	\$160	\$20	\$75	\$75	\$20,000	\$7,000	\$500	\$1,100	40	September 16.
645	Wesleyan Academy	0	0	0	0	x	3,200	100			18	36	40	150,000			13,500	36	April 1.
646	Wrentham High School*	0	0	0	0	0								4,000	1,300	0	1,500	40	September 1.
647	St. Francis Xavier's Academy*	0	0	0	0	0	430	161			(30-36)	15	15	12,000	0	0	500	39	September 14.
648	St. Croix Valley Academy	x	x	x	x	x	100	10		100	30	30		2,500	500		1,500	36	September 14.
649	Caledonia Academy	x	x	x	x	0	150				5			9,000				42	September 1.
650	Hokah Convent	0	x	x	x	0			(6100)					10,000	3,500			48	September 1.
651	School of the Holy Apostles*	0	x	x	x	0					(12)	15	15	30,000		1,500	2,000	40	Sept., 1st Mon.
652	Christ Church Parish School*	x	x	x	x	x	150		(2275)		34			20,000				42	September 1.
653	Red Wing Collegiate Institute	0	x	0	0	0	221		75	280	60	50	50	20,000			1,000	40	Sept., 1st Mon.
654	Assumption School*	0	0	0	0	x	675				15-25	30	16	3,000				40	September.
655	St. Paul Home School	0	0	0	0	0				75		4		32,000	0		800	40	Sept., 1st Mon.
656	Chalmers Institute	0	0	0	0	0	600	20	12	75	40	50		10,000				40	Sept., 2d Mon.
657	St. Vincent's Academy	x	x	x	x	0	200		(180)					10,000				40	September 1.
658	Chillicothe High School	x	x	x	x	0						(21-33)		10,000			600	36	Sept., 1st Tues.
659	St. Joseph's Academy*	x	x	x	x	0								8,000				40	Sept., 1st Mon.
660	Grand River College*	x	x	x	x	0			(120)		24			5,000			665	40	Sept., 1st Mon.
661	Marionville Collegiate Institute	x	x	x	x	0				140	16	40	20	11,000	0	0		40	September 1.
662	Palmyra Seminary	x	x	x	x	0			125					3,500	0	0	600	40	Sept., 1st Mon.
663	James Institute	0	x	x	x	0	0		(120)		16-30	30-50	20	10,000	11,000	400		38	September.
664	Shelby High School*	0	x	x	x	0	0							10,000	4,000	240	1,000	38	September 1.
665	Stewartsville Male and Female Seminary.	0	x	x	x	0			(125)		18	20	20	5,000				38	April, last Mon.
666	Prairie Academy	x	x	x	x	0	850	50			24	25	25	30,000	10,000	0		38	Sept., 1st week.
667	Atkinson Academy	0	0	0	0	0								30,000	10,000	800	198	39	Sept., 1st Wed.
668	Eristol High School	0	0	0	0	0	335	60			(21)			3,000	1,200	72		30	Sept., last Wed.
669	Stevens High School	0	0	0	0	0	0				4	20	5	2,000	0	0	350	40	Aug., last Wed.
670	Colebrook Academy	0	0	x	0	0				110	16	21	9	1,200	80	40		33	September 17.
671	Concordia Academy	0	x	x	0	0	3				21	21	21	4,000	20,000	1,300	1,050	40	Aug., 4th Mon.
672	Academic School*	0	x	x	x	x	350	50	(140-180)		21	21	21						
673	Pinkerton Academy	0	x	x	x	x					21	21	21						

Franklin Academy	674	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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a Including tuition.

b Including board.

* From Report of Commissioner of Education for 1873.

TABLE VI.—Statistics of institutions for secondary instruction for 1874, &c.—Continued.

Number.	Name.	Is drawing taught?			Is music taught?		Philosophical cabinet and apparatus.	Library.		Average annual expenses.					Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		19	20	21	Vocal?	Instrumental?		Number of volumes.	Increase in the past year.	Lodging.	Board.	English course.	Classical course.	Modern languages.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.		
1								24	25	26	27	28	29	30	31	32	33	34	35	36
720	Albion Academy.....	0	0	0	0	0	x	598	0			86	88	82	\$2,936			\$1,190	40	Sept., 1st Mon.
721	Cottage Seminary.....	x	x	x	0	0	0	0	0			25	25	35	4,000			800	39	September 21.
722	Alfred University, (academic department.)	x	x	x	x	x	x	3,508	200	30	117	21	30	30					39	Sept., 1st Wed.
723	Amouin Seminary.....	x	x	x	x	x	x	1,800	13	(2300)					42,000			2,160	39	Sept., 2d week.
724	Amsterdam Academy.....	x	x	x	x	x	x	300	0	(300)		(60)			35,000			4,060	40	September 14.
725	Ives Seminary.....	x	x	x	x	x	x	590	0	9	97	21	33	33	40,000	20,000	700		40	September 14.
726	Argyle Academy.....	0	0	0	0	0	x	944	0						5,344			516	39	September 19.
727	Angusta Academy.....	0	0	0	0	0	x	224	0		108	18	21	21	27,765	0	0	0	36	Sept., last Mon.
728	Aurora Academy.....	0	x	x	x	x	x	300	0			28	32	20	16,000	0	0	1,434	38	September 1.
729	Cayuga Lake Academy.....	x	x	x	x	x	x	2,745	10	(2300)					17,341	6,000	430	1,237	40	Sept., 2d Tues.
730	Bay View Institute.....	x	x	x	x	x	x	300	0						5,000			3,000	40	September.
731	Batavia Union School.....	x	x	x	x	0	x	3,300	107	(160-200)		20	20	20	90,000			755	39	Sept., 1st Mon.
732	Gauvaco Valley Seminary.....	x	x	x	x	x	x	500	167	15	130	16	22	22	7,500			1,584	40	September 2.
733	Bellefonte Union Academy.....	x	x	x	x	x	x	849	2			22	31	31	19,136	0	0	512	39	August.
734	Brookfield Academy.....	x	x	x	x	x	x	82	75		136	18	24	24	3,452			1,584	40	August 25.
735	Adelphi Academy.....	x	x	x	x	x	x	698	0	(2000)		(100-140)			160,000	0	0	38,942	40	September 16.
736	Carlton Park School.....	x	x	x	x	x	x	1,500	0						25,000			2,023	40	September 12.
737	Clintonian Seminary.....	x	x	x	x	x	x	0	0									3,000	40	Sept., 2d Mon.
738	Friends' Seminary.....	x	x	x	x	x	x	0	0									0	40	September 8.
739	German, English, and French School.....	x	x	x	x	x	x	0	0			632-60			14,000			5,200	45	September 1.
740	Lockwood's New Academy.....	x	x	x	x	x	x	450	235			40-100	20	20				19,458	40	Sept., 2d Mon.
741	Ransom Street School and Kindergarten.....	x	x	x	x	x	x	100	0				(90-200)					3,500	40	September.
742	Gilbertsville Academy and Collegiate Institute.....	x	x	x	x	x	x	496	17	(156)		22	27	27	5,914	2,413	169	1,330	39	Aug., last Mon.
743	Cambridge Washington Academy and Union School.....	0	0	0	0	0	x	1,500	25			24	32		14,100			470	40	September 1.
744	Ames Academy.....	x	x	x	x	x	x								2,754	372			42	September.
745	Cantor Free Academy.....	x	x	x	x	x	x	345							9,615				42	July 14.

746	Canisio Academy.....	300	30	136	21	30	30	15,000	0	1,000	29	September 4.	
747	Canton Union School, (academic department.)†	502		160	18	18		6,423			40	August 25.	
748	Champlain Union School and Academy *	277	30	120	18	21		4,500			30	October 1.	
749	Chapin * Mountain Institute.....	350	(260)					60,000	0	13,000	40	September.	
750	Chilf Seminary.....	512			24	30	30	17,462	0	761	38	Sept., 1st Tues.	
751	Xates Union School *.....	851	(165)		18	24	6	20,000	0		42	September 1.	
752	Cincinnati Academy.....	340			24	24	24	4,411		1,038	42	September.	
753	Glance Classical Union School.....	900	10		27	27	27	15,000	1,200	650	40	August 31.	
754	Clinton Liberal Institute.....	1,632						39,725	36,656	852	40	September 1.	
755	German, English, and French Boarding and Day School.....		(2400)		d100			€350			40	September 14.	
756	Coxsack Academy.....	125	25		26	20	20	3,500		1,200	44	Sept., 1st Mon.	
757	Danville Seminary.....	700		400	25	30	30	15,000		2,000	38	September 2.	
758	Dunsmuir Academy.....							3,000		325			
759	Delaware Academy.....	1,437	3	168	30	15	29,041	4,825	529	1,725	42	July 1.	
760	Deposit Academy.....	149	1		15-30	35	35	9,265	0	895	42	Sept., 1st week.	
761	Aurora Academy†.....	649						17,100			40		
762	East Bloomfield Seminary†.....	716				30	30	7,725		2,712	40	September 1.	
763	East Hamburg Friends' Institute.....	300	10	180	25	32	12	13,275	4,000	239	0	September 1.	
764	Marshall Seminary.....				15	31	31	13,000			40	August 16.	
765	Rural Seminary.....	*555		126	34	30	27	21,650	10,000	600	3,716	42	September 1.
766	Starkey Seminary.....	1,543	16		d60-120	20	24	23,000	0	6,471	42	Sept., 1st Mon.	
767	Metbress Institute.....		(350-450)	150	18	24	24	5,000	15,000	1,050	827	42	July 25.
768	Munro Collegiate Institute.....	832	3		32	20	20	24,000			40	September 8.	
769	Ulster Seminary.....		(200)					5,484					
770	Ullington Union School, (academic department.)†	244											
771	Fairfield Academy.....	5,000	35	115	9	11	11	10,000	0	68,000	39	August 25.	
772	Fergusonville Academy.....	300						40,000	11,000	680	42	May 7.	
773	Evans Hall Academy.....	*3,000	0	(300)		20	20	20,000	20,000	1,400	40	September 9.	
774	Seward Institute.....	400	100					30,000	0		40	September 14.	
775	Fort Plain Seminary and Female Collegiate Institute.....	219	0	(250)	36	48	18			2,673	39	September 7.	
776	Delaware Literary Institution *.....	1,800	18	163	30	40	40	35,000			42	Sept., 1st Tues.	
777	Ten Broeck Free Academy.....	500			21	26	26	25,000	50,000	3,500	39	August 25.	
778	Friendship Academy.....	500	300		23	30	30	11,000		2,600	32	September 1.	
779	Fairley Seminary.....	727	1	120	27	45	45	20,000	0	0	40	September 1.	
780	Gainesville Seminary.....	200		130	18	9	9	8,000		804	36	Sept., 2d Mon.	
781	Gonesco Academy.....	1,050	(211 & 217)		25	30	21	30,810	8,000	592	3,611	41	September 1.
782	Glenn's Falls Academy.....	65			32	40	12	10,754		3,320	40	September 1.	
783	Greenwich Seminary.....	830	0	(136-195)	18	32	18	12,500	16,000	1,120	2,350	30	August 25.
784	Greenville Academy.....	300	0	132-220				3,000			44	Sept., 2d Mon.	
785	Half Moon Academy.....	132	3	310	18-30	20	20	2,750	1,019	619	42	September 1.	
786	Andrew J. Que's School *.....	150			19	24	12	5,000		900	39	September 1.	
787	Hartwick Seminary.....	3,000	800		(156)			10,000	15,000	900	39	September 13.	
788	Mountain Institute.....	250						10,000	0	1,200	42	September 1.	
789	Monroe Academy and Union School.....	700	4		8	10	10	20,000		350	16	September.	

* From Report of Commissioner of Education for 1873.
 † Including tuition.

‡ From report of the regents of the University of the State of New York for 1874.
 § Including modern languages.

¶ Apparatus.

TABLE VI.—Statistics of institutions for secondary instruction for 1874, &c.—Continued.

Number.	Name.	Is drawing taught?	Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Average annual expenses.						Property, income, &c.					Number of weeks in scholastic year.	Scholastic year begins—
			Vocal?	Instrumental?			Number of volumes.	Increase in the past year.	Lodging.	Board.	English course.	Classical course.	Modern languages.	Value of grounds, buildings, and apparatus.	Amount of pro- ductive funds.	Income from pro- ductive funds.	Receipts for the last year from tuition-fee.				
1	1	19-20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36			
700	Holly Union School and Academy*	x	0	0	x	x	400			\$18	\$18	\$18	\$5,000				40	September 1.			
701	Homer Academy	x	0	0	x	x	2,500	150		24	27	24	58,003				42	July 1.			
702	Hudson Academy	x	0	0	x	x	192	0	(\$300)	40	20	24	14,034	\$0	\$0	\$3,459	40	Sept., 1st Tues.			
703	Union School and Academy	x	0	0	x	x	150			30	30	30	28,000			140	40	Sept., 1st Mon.			
704	Jamestown Union School and Col- legiate Institute.	x	0	0	x	x	1,125	120	(210)	21	24	24	26,000			2,750	42	Aug., last Tues.			
705	Jonesville Academy	0	x	x	x	x			300	20	30	30	5,000				40	Aug., last Thurs.			
706	Randson Vale Institute	x	x	x	x	x	250	0	(200)	20	20	20	15,000			65,000	40	Sept., 1st Wed.			
707	Lausburg Academy	x	x	x	x	x	422	4		28	68	68	12,000	5,000	950	1,500	40	September 2.			
708	Lawrenceville Academy	x	x	x	x	x	3,500	1,800	(147)	15	24	24	12,000	5,000	1,670	1,679	42	Sept., 3d Tues.			
709	Le Roy Academic Institute	x	x	x	x	x	400	10	50	30	40	40	25,000	15,000	1,650	5,400	40	September 1.			
800	Liberty Normal Institute.	x	x	x	x	0	400		160	0	0	0	3,200			1,000	40	September 1.			
801	Genesee Wesleyan Seminary	x	x	x	x	x	4,000		(156)	0	0	0	*40,000			2,338	39	August 21.			
802	Lowville Academy	x	x	x	x	x	2,513	120	24	24	30	30	22,482	12,700	700	2,338	42	August 1.			
803	McGrawville Union School and Academy*	0	x	x	x	x	200			5-7	3	3	15,000				40	July 15.			
804	Macdon Academy		x	x	x	x	200		136	27	36	36	7,000			5,000	39	August 26.			
805	Franklin Academy†	x	x	x	x	x	1,165			27			49,031			1,146					
806	Marion Collegiate Institute	x	x	x	x	x	380	8		24	3	3	14,042			1,324	41	September 3.			
807	Mayville Union School, (academic department.)	x	x	x	x	x	438		50	133			16,720			232	40	September 1.			
808	Mechanicville Academy	x	x	x	x	x	255		(120)	18	30	30	6,874	0	0	2,360	39	Aug., last Mon.			
809	Medina Academy	x	x	x	x	x	1,200	127	50	150	24	24	9,478			700	41	September 1.			
810	Mexico Academy	x	x	x	x	x	1,156	40		24	30	30	16,889			0	43	August 25.			
811	Middleburg Academy	x	0	0	x	x	700	6		18	24	24	6,030	3,500	215						
812	Montgomery Academy	0	0	0	x	x	516	0					7,951			977	42				
813	Monticello Academy†	x	x	x	x	x	124									3,308	40				
814	Naples Academy	x	x	x	x	x	999			19	28	28	20,365			1,958	40	August 26.			
815	Nassau Academy*	x	x	x	x	x	100		(2300)	30	36	24	4,800			1,958	40	Sept., 1st Wed.			
816	New Berlin Academy	x	x	x	0	0	342		150	13	25	25	5,030			1,500	39	September 1.			
817	New Paltz Academy*	x	x	x	x	x	622		(300)	36	50	50	7,500				40	September 10.			

Cooper Union Free Evening School of Art and Science.	12,600	1,243																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
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^a From Report of Commissioner of Education for 1873.

a. Including tuition.

From report of the regents of the University of the State of New York for 1874.

b Including board.

TABLE VI.—Statistics of institutions for secondary instruction for 1874, &c.—Continued.

Number.	Name.	Is drawing taught?	Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Average annual expenses.						Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
			Vocal?	Instrumental?			Number of volumes.	Increase in the past year.	Lodging.	Board.	English course.	Classical course.	Modern languages.	Value of grounds, buildings, and apparatus.	Amount of pro- ductive funds.	Income from pro- ductive funds.	Receipts for the last year from tuition-fee.			
1	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	
861	Indian Ridge Male and Female Academy.	0	x	0	0	0	0	0						\$1,500	\$0	\$0		40	Sept., 2d Mon.	
862	Rock Spring Seminary.	x	0	0	0	0	0	0		\$80-90	5-14	20		2,500			\$1,103	40	Aug., 2d Wed.	
863	East Bend Academy.	x	0	0	0	0	0	0		(\$80-100)	20-25	30-40	40-50	500				42	July, 4th Mon.	
864	Graham High School.	x	x	x	x	x	0	0		75-100	40			4,500				43	August 2d.	
865	Mills River Academy.	x	0	0	0	x	0	0		(80)	15-24	30	24	2,000			500	40	Sept., 1st Mon.	
866	Komersville High School.	0	0	0	0	x	0	0		80-100	20-40	40	40	0	0			40	Aug., 1st Mon.	
867	Somersville Female Institute.	x	x	x	x	x	3,000	.....		(120)	23	5	5	1,000			550	40	Aug., 2d Mon.
868	New Garden Boarding School.	x	x	0	x	x	2,000	.....		(120)	30	40	40	20,000	10,000	555	600	40	Feb., 2d Monday.
869	Locust Hill Seminary.	x	x	x	x	0	3,000	.....		(150)	30	50	40	1,400	0	0	1,500	40	November 16.
870	Literary department of Shaw University.	x	x	x	0	0	1,150	1,150	0	48	12	12	.....	100,000			5,000	40	July, 4th Mon.
871	Sylvan Academy.	0	x	0	0	0	2,000	.....	20	100	21	.....		2,000			450	40	January.
872	Rev. D. Morrello's English and Classical School.	0	0	0	0	x	.....	.....		55	66-100	0		5,000			900	36	Oct., 1st week.
873	Williston Academy and Normal School.	0	x	x	0	0	0	0		8	.....			5,000	0	0	436	32	Oct., 1st Mon.
874	Yadkinville School.	0	0	0	0	0	0	0		100	20	30	10	2,000			600	40	July, 2d Mon.	
875	Albany Enterprise Academy.	x	x	x	x	x	250	50	15	120	15	15	6	25,000			157	40	Sept., 1st Tues.	
876	Grand River Institute.	x	x	x	x	x	500	.....		.....	19	24	24	13,000	12,000	800	39	August 20.	
877	Beverly Academy.*	0	0	0	0	0	0	0		.....	21-30	30	30	20,150	2,250	352	33	Sept., 1st Mon.	
878	Central College Academy.	0	0	0	0	0	500	0	9	114	24	30	30	15,000	0	0	1,000	38	Sept., 1st week.	
879	Bloomington Academy.	x	x	x	x	x	700	0		.....	.....	.....	.....	15,000	0	0		36	Aug., last week.
880	Fayette Normal School.	x	x	x	x	x	0	0		20,000	27	30	30	20,000	0	0		36	Sept., 3d Mon.	
881	Collegiate Institute.	x	x	x	x	x	0	0	(140)	20,000	30	30	24	20,000	0	0	8,000	40	Sept., 1st Thurs.	
882	Geauga Seminary.	x	x	x	0	0	0	0		18	18	21	21				35	35		
883	Hughes High School.	x	x	x	x	x	1,200	40		80	80	120	120	80,000	2,900		1,800	42	Sept., 1st Mon.	
884	Cleveland Academy.	x	x	0	x	x	50	0		17	17	25	25	20,000	0	0	6,500	40	Sept., 1st Mon.	
885	Ewington Academy.	x	x	0	x	x	200	0	15	150	24	30	30	2,000			384	384	October 25.	
886	Gallia Academy.	0	x	x	x	x	.....	.....		.....	24	30	30	17,000	11,000	550	1,500	40	Sept., 1st week.
887	Goshen Seminary.	0	x	x	x	x	.....	.....		25	.....	.....	.....	1,500	0	0	600	37	September 15.

TABLE VI.—Statistics of institutions for secondary instruction for 1874, &c.—Continued.

Number.	Name.	Is drawing taught?	Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Average annual expenses.					Property, income, &c.				Scholastic year begins—	
			Vocal?	Instrumental?			Number of volumes.	Increase in the past year.	Lodging.	Board.	English course.	Classical course.	Modern languages.	Value of grounds, buildings, and apparatus.	Amount of pro- ductive funds.	Income from pro- ductive funds.	Receipts for the last year from tuition-fee.		Number of weeks in scholastic year.
	I	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
934	Merrill's Academic School.	x	x	x	x	x	200				\$60	\$60	\$80	\$15,000	\$0	\$0	\$4,000	40	Sept. 1st Mon.
935	Missionary Institute.	0	0	x	x	x	2,500	25			27	33		20,000	22,000	1,400	2,540	39	Aug. 3d Thurs.
936	Milwood Academy.	0	0	x	x	0					(140)			5,000			1,150	40	September 1.
937	Smithport Graded School.	0	0	x	0	0					15	20	12	8,000			300	36	September 1.
938	Stewartstown English and Clas- sical Institute.	x	x	x	x	0					(120-130)	(30)	10	2,500				40	Sept., 1st Mon.
939	Susquehanna Collegiate Institute.	x	x	x	x	x	300	55			32	40	32	50,000			3,000	40	August 26.
940	Washington Hall Collegiate Insti- tute.	x	x	x	x	x	1,475	76			2	9		12,000			1,500	40	Sept., 1st Mon.
941	Unionville Institute.	x	x	x	0	x	200							9,028			1,000	36	Oct., 1st Mon.
942	Williamsport Dickinson Seminary.	x	x	x	x	x	2,000				30	33	11	40,000				40	Aug. 25-25.
943	Luzerne Presbyterian Institute.	x	0	0	0	0					20						1,745	41	April.
944	Prince's Hill Family and Day School.	x	0	0	0	0	500				(40)	10	0	10,000	0	0		40	Sept., 1st Mon.
945	New England Yearly Meeting Boarding School of Friends.	x	0	0	0	0	3,200	540			(300)		10	725,000	125,000	7,525	646,000	40	Sept., 1st Wed.
946	St. Bernard's Academy.	x	x	x	0	0								16,000				40	September 1.
947	Benedict Institute.	0	x	0	0	0	400	105			50	(4)						32	Oct., 1st Tues.
948	Gowansville Seminary.	0	0	0	0	0					20	23	30	1,500			1,060	40	Feb., 1st Mon.
949	Oak Grove Academy.	0	0	0	0	0					80			3,000	1,000	69	500	40	Aug., 1st Mon.
950	Centreville Male and Female Acad- emy.	0	0	x	0	0	0	0			(80-100)	20-30	40		1,000			40	September 1.
951	Tracy Academy.	0	x	x	0	0	0	0			120	30	50	1,505	0	0	1,200	40	Sept., 1st Mon.
952	Cifton Masonic Academy.	0	x	x	0	0	0	0			120	40	10	3,500	0	0	1,200	40	Sept., 1st Mon.
953	Jones Academy.	x	x	x	0	0					120	40	10	3,000			1,200	40	Aug., 2d Mon.
954	Stonewall Male and Female College.	x	0	0	0	0	0				120	25	10	15,000				40	Sept., 1st Mon.
955	Conleeka Institute.	0	0	x	0	0	375	25			(120)	40	50	1,000	0	0	1,500	40	Sept., 1st Mon.
956	Watonga Academy.	x	0	0	0	0					(85)	(12-17)	20	3,000		800	400	40	Aug., 1st week.
957	Flag Pond Seminary.	x	0	0	0	0	0	0			50	10	15	3,000				40	August 31.
958	Friendsville Institute.	x	x	0	0	0	300				20	(14)		5,000	0	0	621	40	Sept., 1st Mon.
959	Neophogen Male and Female College.	x	x	x	x	x	1,500	500			(120)	(20)		30,000			6,000	40	Sept., 1st Mon.
960	Rhea Academy.	0	0	0	0	0	800	200			100	20	25	10,000			800	40	Sept., 1st Mon.
961	Harrisport High School.	0	0	x	0	0	300	20			60	21	25	1,000	500	30	200	40	August.

[illegible]

* From Report of Commissioner of Education for 1873.

TABLE VI.—Statistics of institutions for secondary instruction for 1874, &c.—Concluded.

Number.	Name.	Is drawing taught?			Is music taught?		Chemical laboratory.		Philosophical cabinet and apparatus.		Library.		Average annual expenses.					Property, income, &c.					Scholastic year begins—	
		Vocal?	Instrumental?	Vocal?	Instrumental?	Vocal?	Instrumental?	Number of volumes.	Increase in the past year.	Lodging.	Board.	English course.			Classical course.	Modern languages.	Value of grounds, buildings, and apparatus.	Amount of pro-ductive funds.	Income from pro-ductive funds.	Receipts for the last year from tuition-fee.	Number of weeks in scholastic year.			
												28	29	30								31		32	33	34	35	36
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36							
1009	Green Mountain Perkins Academy.	x	x	x	x	x	x	x	x	x	1,000	0	\$40	\$150	\$18	\$21	\$24	\$2,000	\$12,000	\$800	\$925	34	August 27.	
1010	Yeates Lower School.	x	x	x	x	x	x	x	x	x	0	0	(70)		20	30	13	2,500	1,000	60	0	40	Oct. 1st Mon.	
1011	Elk Creek Academy.	0	0	0	0	0	0	0	0	0	0	0	(120)		30	40	10	1,500	0	0	500	40	September 1.	
1012	Holy Neck Seminary.	0	0	0	0	0	0	0	0	0	0	0			30	36	18	2,000	0	0	500	40	September 15.	
1013	Union Academy.	0	0	0	0	0	0	0	0	0	0	0	(2500)		30-50	10	10	6,000	0	0	1,500	40	September 1.	
1014	Suffolk Collegiate Institute.	x	x	x	x	x	x	x	x	x	600	0	(150)		12-40		20	40,000	0	0	2,300	44	Sept., 1st Mon.	
1015	St. Joseph's Academy.	x	x	x	x	x	x	x	x	x	0	0			8								44	Sept., 1st Mon.
1016	St. Mary's School.	0	0	0	0	0	0	0	0	0	225	0	9	105	18	(27)		75,000	5,000	200	1,500	42	Aug., last Tues.	
1017	St. Vincent's School.	x	x	x	x	x	x	x	x	x	0	0												
1018	Albion Academy and Normal Institute.	0	0	0	0	0	0	0	0	0	200	0			18	21	21	12,000			1,000	37	September 4.	
1019	Evansville Seminary.	0	x	x	x	x	x	x	x	x	300	0			23	32	32	33,000			2,000	39	September 10.	
1020	Jefferson Liberal Institute.	x	x	x	x	x	x	x	x	x	600	0			30	42	39	56,000	6,000	650	10,000	48	August 15.	
1021	German and English Academy.	x	x	x	x	x	x	x	x	x	0	0			30-42	42	39	3,000	0	0	2,000	38	Sept., 1st Tues.	
1022	River Falls Institute.	0	0	0	0	0	0	0	0	0	0	0	19	95	21	24	24	3,000	0	40	1,000	38	Sept., 2d Tues.	
1023	Rochester Seminary.	x	x	x	x	x	x	x	x	x	0	0	10	100	25	32	10	15,000	25	1,000	1,500	40	Sept., 1st Mon.	
1024	Carroll College.	0	0	0	0	0	0	0	0	0	1,000	100			55								48	September 7.
1025	Milton School.	x	x	x	x	x	x	x	x	x	200	0											40	Sept., 1st Mon.
1026	Miss Calkins's School.	0	0	0	0	0	0	0	0	0	Miss Calkins's School	0			40							2,000	40	Sept., 1st Mon.
1027	Select School and Kindergarten.	x	x	x	x	x	x	x	x	x	0	0	60	200	20-20	30	20	7,000	0	0	0	40	Sept., 1st Mon.	
1028	St. John's School.	0	0	0	0	0	0	0	0	0	0	0			21-36	45-60	15	0	0	0	800	40	September 1.	
1029	School of the Good Shepherd.	x	x	x	x	x	x	x	x	x	6	0						6,450	6	0	3,100	38	Sept., 1st Mon.	
1030	Rocky Mountain Seminary.	0	0	0	0	0	0	0	0	0	0	0			32	40					0	40	September 6.	
1031	Salt Lake Collegiate Institute.	0	0	0	0	0	0	0	0	0	0	0												

* Report of Commissioner of Education for 1873.

c Including tuition.

b Apparatus.

List of institutions for secondary instruction from which no information has been received.

Name.	Location.	Name.	Location.
PART I.—Schools for boys.			
Montgomery Male High School.	Montgomery, Ala.	Young Ladies' Boarding and Day School, Mrs. C. E. Richardson, principal.	Stamford, Conn.
St. Joseph's Academy.	Oakland, Cal.	St. Mary's Priory.	Fernandina, Fla.
Collegiate and Commercial Institute.	New Haven, Conn.	Convent of Mary Immaculate.	Key West, Fla.
Home School for Boys.	New Haven, Conn.	Sisters of the Holy Names.	Key West, Fla.
St. John's Male Academy.	Jacksonville, Fla.	Academy of the Immaculate Conception.	Atlanta, Ga.
Willard Institute.	Porsyth, Ga.	St. Mary's Academy.	Augusta, Ga.
La Grange High School.	La Grange, Ga.	Academy of St. Vincent de Paul.	Savannah, Ga.
Mt. Vernon English and Classical School.	Morgan Park, Washington Heights, Ill.	Ursuline Academy.	Alton, Ill.
Forest Academic, Collegiate, and Military Institute.	Anchorage Post-Office, Ky.	Loretto Academy.	Cairo, Ill.
Somerset Collegiate Institute.	Harrodsburg, Ky.	Benedict Academy.	Chicago, Ill.
University School, E. C. Venable, principal.	New Orleans, La.	Institute of the Infant Jesus.	Quincy, Ill.
School for Boys, 78 Read street.	Baltimore, Md.	St. Mary's Institute.	Quincy, Ill.
St. Timothy's Hall.	Catonsville, Md.	The Bettie Stuart Institute, Mrs. M. McK. Homes, prin.	Springfield, Ill.
Glenwood Institute, Prof. L. G. Mathews, principal.	Glenwood, Md.	Our Lady of the Sacred Heart.	Ft. Wayne, Ind.
Howard Institute.	Mathews's Store Post-Office, Md.	St. Ignatius's School.	La Fayette, Ind.
Borromeo Institute.	Pikesville, Md.	St. Ann's Academy.	Osage Mission, Kans.
Mr. Young's Classical School for Boys.	Elizabeth, N. J.	Loretto Academy.	Loretto, Ky.
Juvenile High School, Livingston street.	Brooklyn, N. Y.	Cedar Grove Female Seminary.	Louisville, Ky.
St. Mary's Seminary for Boys.	Flushing, N. Y.	Academy of St. Vincent de Paul.	Morganfield, Ky.
Lyons Collegiate Institute, 5 East Twenty-second street.	New York, N. Y.	Convent of the Presentation.	Marksville, La.
North Granville Seminary.	N. Y.	St. Hyacinth's Academy.	Monroe, La.
Home Institute.	N. Y.	Ursuline Order.	New Orleans, La.
Cary School.	Oakfield, N. Y.	Boarding and Day School, 12 Pine street, Miss Symonds, principal.	Portland, Me.
Classical School, Vought street.	Rochester, N. Y.	Miss Furlong's Select School, 634 West Fayette street.	Baltimore, Md.
Yonkers Military Institute.	Yonkers, N. Y.	Home and Day School, 76 Chester Square.	Boston, Mass.
McNeill Turner High School.	Shelby, N. C.	School for Young Ladies, 135 Warren st., Miss Cushing.	Boston Highlands, Mass.
St. Joseph's German-English Academy.	Cincinnati, Ohio.	Home School for Young Ladies and Children, Misses Porter & Champney.	Hadley, Mass.
Bethlehem Home School for Boys.	Bethlehem, Pa.	Home and Day School for Girls, Mrs. Jas. P. Walker.	Jamaica Plain, Mass.
Boys' School, S. C. Shortlidge, principal.	Kennett Square, Pa.	Mrs. Towle's School, 35 Lafayette avenue.	Detroit, Mich.
Classical and English School, 1338 Chestnut street.	Philadelphia, Pa.	Convent of Our Lady of La Salette.	Sault Ste. Marie, Mich.
Collegiate School, southwest corner Broad and Walnut sts.	W. Philadelphia, Pa.	Norwood Seminary.	St. Paul, Minn.
English and Classical School for Boys, northwest corner Fortieth and Sansom streets.	W. Philadelphia, Pa.	St. Paul's Female Seminary.	St. Paul, Minn.
Mantua Academy, Powelton avenue and Thirty-fifth st.	W. Philadelphia, Pa.	Mt. Hermon Female Seminary.	Clinton, Miss.
Avery Institute.	Charleston, S. C.	Bethlehem Academy.	Holly Springs, Miss.
Brownsville Male Academy.	Brownsville, Tenn.	Christian Female Institute.	Lexington, Mo.
Select School for Boys, 930 Eighteenth street.	Washington, D. C.	Academy of St. Francis de Sales.	St. Genevieve, Mo.
PART II.—Schools for girls.		English and French Boarding and Day School, Miss Clarkson.	Elizabeth, N. J.
Ursuline Convent.	Tuscaloosa, Ala.	St. Elizabeth's Academy.	Madison, N. J.
St. Anne's Academy.	Ft. Smith, Ark.	St. Joseph's Academy.	Madison, N. J.
St. Mary's Academy.	Little Rock, Ark.	Boarding School for Young Ladies, Lewis M. Johnson, principal.	Trenton, N. J.
Sacred Heart Presentation Convent.	San Francisco, Cal.	St. Elizabeth's Convent.	Allegany, N. Y.
Seminary for Young Ladies, Mrs. R. T. Huddar, principal.	San Francisco, Cal.	English and French Boarding and Day School, Mrs. Doty, principal.	Astoria, N. Y.
School of the Holy Cross.	Santa Cruz, Cal.	Mrs. Wm. G. Bryan's Boarding School for Young Ladies.	Batavia, N. Y.
Golden Hill Seminary for Young Ladies.	Bridgeport, Conn.	Dean Female College.	Binghamton, N. Y.
Hillside Seminary, Washington avenue.	Bridgeport, Conn.	St. Joseph's Academy.	Brooklyn, N. Y.
St. Margaret of Cortona.	E. Winsted, Conn.	Select School for Young Ladies, 233 Raymond street, Madame de Castro.	Brooklyn, N. Y.
Academy of Our Lady of the Sacred Heart.	Hartford, Conn.	Young Ladies' Seminary, 149 La Fayette avenue.	Brooklyn Heights, N. Y.
French and English Boarding School, Miss Meeker, principal, 56 Washington street.	Norwich, Conn.	English and French School for Young Ladies, 82 Pierrepont street, Miss Whitcomb.	
Gothic Hall.	Stamford, Conn.		

List of institutions for secondary instruction, &c.—Continued.

Name.	Location.	Name.	Location.
St. Joseph's Academy.....	Buffalo, N. Y.	Ingleside Seminary, 1532 Spruce street.	Philadelphia, Pa.
Wetling Institute for Young Ladies.	Cortland Village, N. Y.	Irving Seminary, 1603 Arch st.	Philadelphia, Pa.
Church Boarding and Day School, 78 Lake street.	Elmira, N. Y.	Logan Square Seminary, 1839 Vine street.	Philadelphia, Pa.
Macgregor Hall.....	Flushing, N. Y.	Mt. Vernon Seminary, 612 N. Thirteenth street.	Philadelphia, Pa.
Family School for Young Ladies, Miss E. J. Mackie.	Newburg, N. Y.	St. Joseph's Academy.....	Philadelphia, Pa.
Boarding and Day School for Young Ladies, 7 East Forty-second street, Mrs. J. T. Benedict.	New York, N. Y.	St. Vincent's Seminary.....	Philadelphia, Pa.
Boarding and Day School for Young Ladies, 12 East Forty-seventh street, Mrs. Steer.	New York, N. Y.	Select School for Girls, 1507 Oxford street.	Philadelphia, Pa.
English and French Boarding and Day School, 26 West Thirty-ninth street, Mrs. Williams.	New York, N. Y.	Seminary for Young Ladies, 323 North Seventh street.	Philadelphia, Pa.
English and French School for Young Ladies, 15 West Forty-second street, Miss Ayres.	New York, N. Y.	Wallace Street Seminary for Young Ladies, 1806 Wallace street.	Philadelphia, Pa.
English, French, and German Boarding and Day School, 52 West Forty-seventh street, Mrs. Garretson.	New York, N. Y.	St. Benedict's Academy	St. Mary's, Elk County, Pa.
Gardner Institute, 620 Fifth av.	New York, N. Y.	Catholic Female Seminary....	Sharon Hill, Pa.
German-American Institute for Young Ladies, 367 West Twenty-third street.	New York, N. Y.	Convent of the Sacred Heart..	Torresdale, Pa.
Hendrick Institute, 25 West Twenty-sixth street, Sarah L. Hendrick.	New York, N. Y.	Academy of the Sacred Heart.	Newport, R. I.
Jackson Institute, 256 East One hundred and twenty-third st.	New York, N. Y.	Academy of Our Lady of Mercy	Charleston, S. C.
Madame de Valence's Institute, 33 West One hundred and thirtieth street.	New York, N. Y.	Ursuline Institute	Columbia, S. C.
Madame O. da Silva's School, 17 West Thirty-eighth st.	New York, N. Y.	Academy of Our Lady of Mercy	Sumter, S. C.
Miss Burgess's School, 108 West Forty-seventh street.	New York, N. Y.	St. Stephen's School.....	Wilmington, S. C.
Mrs. Bleeker's School, 20 East Forth-seventh street.	New York, N. Y.	Durhamville Female Institute.	Durhamville, Tenn.
Primary, Progressive, and Finishing School, 32 West Fortieth street, (Murray Hill).	New York, N. Y.	Academy of the Immaculate Conception.	Jackson, Tenn.
St. John's School, 21 West Thirty-second street, Rev. Theo. Irving, LL. D.	New York, N. Y.	Academy of St. Cecilia	Mt. Vernon, Tenn.
Seabury Seminary, 125 West Forty-second street.	New York, N. Y.	Convent of the Incarnate Word.	Brownsville, Tex.
Pelham Female Institute	Pelham, N. Y.	Ursuline Academy.....	Laredo, Tex.
Academy of the Sisters of Mercy, South street.	Rochester, N. Y.	Ursuline Academy.....	San Antonio, Tex.
Ossining Institute for Young Ladies, A. M. Van Vleck, prin.	Sing Sing, N. Y.	Convent of Our Lady of Vermont.	East Rutland, Vt.
Keble School, Mary J. Jackson, principal.	Syracuse, N. Y.	Glenwood Ladies' Seminary...	West Brattleboro', Vt.
Home Institute, Miss M. W. Metcalf.	Tarrytown, N. Y.	Boarding and Day School for Young Ladies.	Harrisonburg, Va.
Female Seminary	Raleigh, N. C.	St. Mary's Academy	Norfolk, Va.
Academy of the Sacred Heart.	Salem, Oreg.	Home School for Girls.....	The Plains, Va.
Boarding School for Young Ladies, Mary B. Thomas.	Downington, Pa.	Seguin Female Institute	Wheeling, W. Va.
Boarding and Day School for Young Ladies, 611 Marshall street.	Germantown, Pa.	Park Hill Female Seminary...	Tablequah, Ind. T.
Sunnyside Seminary, Rev. William E. Jones.	Hartsville, Pa.	PART III.—Schools for boys and girls.	
Academy of the Assumption ..	Philadelphia, Pa.	Southwood Select School.....	Talladega, Ala.
Academy of the Sisters of Mercy	Philadelphia, Pa.	Baptist Seminary	Ft. Smith, Ark.
Boarding and Day School for Young Ladies, 611 Marshall street.	Philadelphia, Pa.	Lutheran High School	Ft. Smith, Ark.
Convent of the Society of the Holy Child Jesus.	Philadelphia, Pa.	Methodist High School	Ft. Smith, Ark.
French and English Episcopal Academy, Twenty-first st., above Chestnut.	Philadelphia, Pa.	Napa Seminary	Napa City, Cal.
		Laurel Academy	Laurel, Del.
		Conyers Female College.....	Conyers, Ga.
		Chicago Academy, 11 Eighteenth street.	Chicago, Ill.
		Mt. Zion Male and Female Seminary.	Mt. Zion, Ill.
		Wetmore Institute.....	Irving, Kans.
		School of the Parish of the Good Shepherd.	Frankfort, Ky.
		Orphans' School	Midway, Ky.
		Nicholasville Academy	Nicholasville, Ky.
		Harrisburg Academy	Owen County, Ky.
		Sharpsburg Male and Female Academy.	Sharpsburg, Ky.
		Boydton High School	Eastport, Me.
		Hallowell Classical and Scientific Academy.	Hallowell, Me.
		Harpwell Academy	N. Harpswell, Me.
		Hopkins Academy.....	Hadley, Mass.
		Select School	Mankato, Minn.
		Groveland Seminary.....	Wassioja, Minn.
		Columbus Union Academy...	Columbus, Miss.
		Crystal Springs Institute	Crystal Sp's, Miss.
		Langston Institute	Holly Sp's, Miss.
		Van Rensselaer Academy.....	Hydeburg, Mo.
		Ingleside Academy	Palmmyra, Mo.
		Academy of the Sacred Heart.	St. Louis, Mo.
		Antrim High School.....	Antrim, N. H.

List of institutions for secondary instruction, &c.—Concluded.

Name.	Location.	Name.	Location.
Chester Academy.....	Chester, N. H.	Ebenezer Male and Female Academy.....	Big Bottom, Tenn.
Dover High School.....	Dover, N. H.	Buffalo Male and Female Institute.....	Cave Spring, Tenn.
Landaff High School.....	Landaff, N. H.	Macedonia Male and Female Academy.....	Near McKenzie, Tenn.
Raymond High School.....	Raymond, N. H.	Oakland Male and Female Academy.....	Waynesboro', Tenn.
West Jersey Academy.....	Bridgeton, N. J.	High School.....	Owensville, Tex.
Select School.....	Flemington, N. J.	New Hampton Institute.....	San Antonio, Tex.
Martin Institute.....	Martinsburg, N. Y.	Lamoille Central Academy.....	Fairfax, Vt.
Mt. Holly Institute.....	Mt. Holly, N. Y.	Jonesville Academy.....	Hyde Park, Vt.
Bird's Nest Cottage Home School.....	Rhinebeck, N. Y.	Yates Upper School.....	Jonesville, Vt.
Mt. Pleasant Academy.....	Sing Sing, N. Y.	Oak Hill Institute.....	Lordsville, Va.
Hicksville Academy.....	Hayesville, N. C.	St. Mary's Academy.....	Wadesville, Va.
Sylvan High School.....	Jackson's Creek, N. C.	Waupaca County Academy.....	Charleston, W. Va.
Delhi Station Grammar School.....	Delhi, Ohio.	Lakeside Seminary.....	Baldwin's Mills, Wis.
Mansfield Seminary.....	Mansfield, Ohio.	St. Joseph's Academy.....	Oconomowoc, Wis.
Pierpont Academy.....	Pierpont, Ohio.		Steilacoom, Wash.
Boalsburg Academy.....	Boalsburg, Pa.		
Columbia High School.....	Columbia, Pa.		
Greenwood Seminary.....	Millville, Pa.		
Parkesburg Classical Institute.....	Parkesburg, Pa.		

TABLE VI.—*Memoranda.*

Name.	Location.	Remarks.
<i>PART I.—Schools for boys.</i>		
Lafayette Male High School	Chambers Court-House, Ala.	See Lafayette Male Academy, (identical.)
Rural Home School	Sharon, Conn.	Closed.
St. Mary's College	St. Mary's, Kans.	See Table IX.
St. Augustine's School	Portland, Me.	Removed to Franklin Family School, at Topsham.
Macon Male School	Macon, Minn.	Not found.
Omaha Collegiate Institute	Omaha, Nebr.	Closed.
Rural High School	Clinton, N. Y.	See Clinton Military Academy, (identical.)
Walnut Hill School	Geneva, N. Y.	See Hobart College Grammar School, (identical.)
Dr. Berthel's French Institute	New York, N. Y.	Removed; not found.
Mansion Square Institute	Poughkeepsie, N. Y.	See Poughkeepsie Military Institute, (identical.)
Christian Brothers' Academy	Troy, N. Y.	Temporarily closed.
Marietta Academy	Marietta, Ohio	Preparatory department of Marietta College; see Table IX.
Greenway Institute	Springfield, Ohio	Closed.
Pennsylvania Military Academy	Chester, Pa.	See Table IX.
Eclectic Institute	Washington, D. C.	Not found.
<i>PART II.—Schools for girls.</i>		
Fair Haven Seminary	Fair Haven, Conn.	Closed.
Family and Day School for Young Ladies, (63 Sherman avenue.)	New Haven, Conn.	See Elderage School, (identical.)
Miss Winston's French and English School	Waterbury, Conn.	Closed.
Bloomington Female Seminary	Bloomington, Ill.	Closed.
Champaign Female Seminary	Champaign, Ill.	Closed.
Académie Favargé	Chicago, Ill.	Closed.
Edgeworth School	Chicago, Ill.	Not found; removed.
St. Augustine's Day School	Ft. Wayne, Ind.	A parish school.
Academy of the Immaculate Conception	Davenport, Iowa	See Table VIII.
Storts's Thousand-Dollar Female College	Bowling Green, Ky.	Name changed to Green River Female College.
Mt. Olivet School	Gethsemane, Ky.	Discontinued.
Presbyterian Female School	Louisville, Ky.	See Collegiate School for Young Ladies, (identical.)
St. Vincent's Academy	Union County, Ky.	Same as Academy of St. Vincent de Paul, Morganfield.
Boarding and Day School for Young Teachers, (197 N. Charles street.)	Baltimore, Md.	See Southern Home School, (identical.)
French and English School, (11 Centre street.)	Baltimore, Md.	Not found.
Academy of St. Mary	Hokah, Minn.	See Hokah Convent, (Part 3,) (identical.)
Misses Wreakes' Day School	Jersey City, N. J.	Gives no statistics.
St. Joseph's Industrial and Parochial School	Albany, N. Y.	A parish school.
Home School for Young Ladies	Ithaca, N. Y.	Gives no statistics.
Chesterthorpe	Mt. Vernon, N. Y.	See Mt. Vernon Young Ladies' Seminary, (identical.)
St. Vincent's Industrial School	New York, N. Y.	Not found.
North Granville Ladies' Seminary	North Granville, N. Y.	Now a school for boys, (see Part 1.)
Putnam Seminary	Putnam, Ohio	See Putnam Seminary, Zanesville, (identical.)
Bellevue Ladies' Institute	Mechanicsburg, Pa.	Not in existence.
Corona	Lebanon, Tenn.	Name changed to Lebanon Female College.
Select School for Young Ladies, (Mrs. Vernon Dorsey.)	Washington, D. C.	Not found.
Young Ladies' School, (Miss L. Fletcher.)	Washington, D. C.	Not found.
<i>PART III.—Schools for boys and girls.</i>		
Mr. Hall's Family School	Ellington, Conn.	Small and private.
Lee's Academy	Madison, Conn.	Not found.
Milford Academic and Collegiate Institute	Milford, Del.	See Milford Classical and Mathematical Institute, (identical.)
Clark Theological Seminary	Atlanta, Ga.	See Clark University, (identical.)
Mercer Institute	Aledo, Ill.	See Aledo Academy, (identical.)
Quincy German and English College	Quincy, Ill.	Name changed to Johnson College.
Quincy Seminary	Quincy, Ill.	Closed.
Hartford Collegiate Institute	Hartford, Kans.	See Western Methodist Collegiate Institute, (identical.)

TABLE VI.—*Memoranda*—Concluded.

Name.	Location.	Remarks.
Falmouth Academy.....	Falmouth, Ky.....	Declines answering.
Maysville Public High School.....	Maysville, Ky.....	See Maysville Seminary, (identical.)
White Haven High School.....	White Haven, Ky.....	Not found.
Rev. P. L. Cushing's Family School.....	Middleboro', Mass.....	Now Eaton Family School.
German Catholic Academy.....	Hokah, Minn.....	Not in existence.
Fair Lawn Institute.....	Jackson, Minn.....	Not found.
Lincoln Institute.....	Jefferson City, Mo.....	See Table III.
St. Peter's School.....	Jefferson City, Mo.....	A parish school.
Johnson College.....	Macon, Mo.....	Consolidated with Quincy German and English College, and transferred to Quincy, Ill.
Summit Institute.....	Marshfield, Mo.....	Closed.
Male and Female Seminary.....	Palmyra, Mo.....	See Palmyra Seminary, (identical.)
Clinton County Institute.....	Plattsburg, Mo.....	Not in existence.
Keene Academy.....	Keene, N. H.....	Merged in Keene High School.
Blanchard Academy.....	Pembroke, N. H.....	See Pembroke Academy, (identical.)
Rollingsford High School.....	Rollingsford, N. H.....	Not in existence.
Camden Boarding and Day School.....	Camden, N. J.....	Not found.
Albany Free Academy.....	Albany, N. Y.....	Now Albany High School.
Andes Collegiate Institute.....	Andes, N. Y.....	Not found.
Northern New York Conference Seminary.....	Antwerp, N. Y.....	Name changed to Ives Seminary.
New York Conference Seminary and Collegiate Institute.....	Charlotteville, N. Y.....	Closed.
De Ruyter Institute.....	De Ruyter, N. Y.....	Now public graded school.
Hastings Collegiate and Commercial Institute.....	Hastings, N. Y.....	Removed to Port Chester, (see Part 1.)
Franco-American Young Ladies' Collegiate Institute and Kindergarten.....	New York, N. Y.....	Closed.
Canton Academy.....	Canton, Ohio.....	See Canton Collegiate Institute, (identical.)
Williams Centre Academy.....	Centre, Ohio.....	Not found.
Cheshire Academy.....	Cheshire, Ohio.....	Now public free school.
St. Mary's Academy.....	Cincinnati, Ohio.....	See Tables IX and XI.
School of Design, University of Cincinnati.....	Cincinnati, Ohio.....	See Art Schools, Table XIX.
Select School.....	Galena, Ohio.....	Now public free school.
Friends' Boarding-School.....	Mt. Pleasant, Ohio.....	Building burned and school temporarily closed.
Preparatory department of Oberlin College.....	Oberlin, Ohio.....	Included in college statistics; see Table IX.
Select School.....	Pomeroy, Ohio.....	A primary school.
Andalusia Institute.....	Andalusia, Pa.....	See Andalusia Hall, (identical.)
Bellefonte Academy.....	Bellefonte, Pa.....	See School in the Mountains, (identical.)
Mary Institute.....	Carlisle, Pa.....	Closed.
West Branch High School.....	Jersey Shore, Pa.....	See Collegiate Institute, (identical.)
Carolina Female Seminary.....	Lexington Court-House, S. C.....	Not in existence.
Greeneville Graded School.....	Greeneville, Tenn.....	See Rhea Academy, (identical.)
Freedman's College.....	Maryville, Tenn.....	See Freedman's Normal Institute, Table III, (identical.)
Mosheim Institute.....	Mosheim, Tenn.....	See Table IX.
Alburgh Springs Academy.....	Alburgh Springs, Vt.....	Closed.
Oakland Institute.....	Doe Hill, Va.....	Closed.
St. Alphonsus's School.....	Wheeling, W. Va.....	Parochial and primary.
Wyoming Institute.....	Laramie, Wyo.....	Suspended.

TABLE VII.—Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1874; from replies to inquiries by the United States Bureau of Education.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no returns.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Number of instructors.	Students.								Number of weeks in scholastic year.	Number of years in course.
								Number preparing for classical course in college.	Number preparing for scientific course in college.	Number of other students.	Age required for admission.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.	Completed course at close of last academic year, and did not enter other institutions.	Number of scholarships.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
1	Oak Mound School	Napa, Cal.	1872	C. M. Walker, A. B.	0	2	7	6	27	12	1	1	1	1	1	41	
2	California Military Academy	Oakland, Cal.	0	Col. D. McChesney, superintendent	0	9	9	96	61	13	1	3	5	0	40	4	
3	Oakland High School	Oakland, Cal.	0	J. E. McChesney	0	30	30	93	93	14	12	7	6	0	43	3	
4	Santa Barbara College	Santa Barbara, Cal.	1839	F. V. Hopkins, M. D.	0	6	1	6	78	12	8	4	36	0	40	7	
5	Hartford Public High School	Hartford, Conn.	1798	Joseph Hall, A. M.	0	13	87	21	263	12	8	4	4	0	40	4	
6	Collegiate Institute	New Haven, Conn.	1834	Prof. William R. Russell, A. M.	0	20	4178	30	1	12	27	20	2	0	38	5	
7	Hopkins Grammar School	New Haven, Conn.	1860	W. L. Cushing, A. M.	0	5	167	30	3	107	6	4	3	15	2	41	
8	Norwich Free Academy	Norwich, Conn.	1854	William Hutchison, A. M.	0	5	20	3	107	6	4	3	15	2	41	4	
9	South Norwalk Military Institute	South Norwalk, Conn.	1832	J. A. Shores, A. M.	Baptist.	7	32	18	115	13	6	3	2	0	40	4	
10	Connecticut Literary Institution	Suffield, Conn.	1800	Joseph Warren Cross, Jr., A. M.	Cong.	5	9	4	75	13	3	3	3	0	39	3, 4	
11	Woodstock Academy	Woodstock, Conn.	1872	Allen and Lowrey	Meth.	2	12	12	77	6	6	3	4	4	40	4	
12	Brown's University	Near Live Oak, Fla.	1872	Allen and Lowrey	Meth.	2	12	12	77	6	6	3	4	4	40	4	
13	South Georgia Male Institute	Davson, Ga.	0	Ira W. Allen, LL. D.	0	9	25	25	40	11	11	11	11	11	40	11	
14	Allen's Academy	Chicago, 737 Michigan avenue, Ill.	0	Ira W. Allen, LL. D.	0	9	25	25	40	11	11	11	11	11	40	11	
15	St. Francis Solanus College	Quincy, Ill.	1873	Rev. P. A. Miller, O. S. F., pres.	R. C.	11	(39)	50	10	10	12	12	12	12	6	6	
16	Winnemka Institute	Winnemka, Ill.	1872	B. L. Dodge	Baptist.	4	8	20	33	12	6	4	3	0	40	3	
17	Belphie Academy	Elizabethtown, Ky.	1872	B. L. Dodge	Baptist.	4	8	20	33	12	6	4	3	0	40	3	
18	Lynnland Military Institute	Glendale, Ky.	1869	Col. W. F. Perry	0	3	20	1	70	6	6	6	6	1	8	0	
19	Edward Little High School	Auburn, Me.	1869	George E. Gay	Cong.	3	20	1	70	6	6	6	6	1	8	0	
20	Gorham Seminary	Gorham, Me.	1803	Joel Wilson	Cong.	9	6	7	125	(6)	12	12	12	12	3, 4	3, 4	
21	Nichols Latin School	Lewiston, Me.	1855	Fritz W. Baldwin	R. B.	3	69	69	125	12	12	12	12	12	40	3	

22	Maine Central Institute	Pittsfield, Me	1866 1867	4	14	5	15	4	1	16	6	1	F. W. B. Cong.	
23	Franklin Family School	Topsham, Me	1857	4	58	4	13	14	1	6	0	4	Baptist	
24	Christin Institute	Waterville, Me	1849 1850	4	8	4	43	19	0	3	42	4	F. B.	
25	West Lebanon Academy	West Lebanon, Me	1850 1849	4	11	11	271	7			40	9	Friends	
26	Friends' Elementary and High School	Baltimore, Md	0 1864											
27	Rockville Academy	Rockville, Md	1805 1807	9	113	(89)	(6)	36	6	10	1	33	3, 4	
28	Phillips Academy	Andover, Mass	1780 1778	19	60	200	(6)	5			1	42	7	
29	Channey Hall School	Boston, (corner Chann- ey and Essex streets), Mass.	1874 1828	1										
30	Classical School	Boston, Mass	0 1866	5	65	0	0	10	6	0	0	40	6	
31	Classical and Mathematical School	Boston, (47 Winter street), Mass.	1842	2	10	1	3					38		
32	Private Classical School	Boston, (20 Boylston Place), Mass.	1868	5	70		10	6				38	6	
33	Latin Grammar School	Boston, (Bedford street), Mass.	0 1835	15	328	0	0	9	21	2	5	0	42	9
34	Private School for Boys	Boston, (150 Tremont street), Mass.	0 1860	4	12	10	18	10	4	1	5	0	40	4, 6
35	Private Latin School	Boston, (20 Charles street), Mass.	1872	5	17	3	2							
36	Bridgewater Academy	Bridgewater, Mass.	1799 1799	3	3	5	50	13	1	0	5	0	40	4
37	Cambridge High School	Cambridge, Mass	1846	0	12	(495)	(6)	11	3	50	42	4, 5		
38	Private School for Boys	Cambridge, Mass	1864	2	10	3	4	3	1	40	40	4		
39	Concord High School	Concord, Mass.		3	3	41	(6)	3		6				
40	Williston Seminary	East Hampton, Mass.	1841 1841	6	110	20	100	12	25	10	0	39	4	
41	Lawrence Academy	Groton, Mass	1793 1793	5		18	73	(6)	1	2	3		40	3, 4
42	Monson Academy	Monson, Mass	1804 1806	3	16	3	140	12	6	0	0	6	40	3
43	Adams Academy	Quincy, Mass	1825 1872	7	110		13	6	0	0	0	35	4	
44	Greylock Institute	South Williamstown, Mass.												
45	Springfield Collegiate Institute	Springfield, Mass	1874	7	17	8	36						40	
46	Edwards Place School	Stockbridge, Mass	1854 1855	6	5	3	17	5					42	
47	West Newton English and Clas- sical School	West Newton, Mass.	1855 1854	16	12	14	80	2	7	20	0	25	2-5	
48	Warren Academy	Woburn, Mass	1824 1825	4	0	24	16	13	0	9	3	0	39	3
49	Worcester Academy	Worcester, Mass	1831 1831	11	28	0	75	(6)	9		2	12	40	4
50	Andam Academy	Centre Stafford, N. H.		6		6						40	6	
51	St. Paul's School	Concord, N. H.	1855 1856	10	155		12			3				
52	Phillips Exeter Academy	Exeter, N. H.	1781 1783	5	132	0	0	13	37	0	1	3	36	4
53	Collegiate School	Hopkinton, N. H.												
54	Kimball Union Academy	Merriden, N. H.	1815 1815	9	41	11	72	14	12	10	3	33	3	
55	New London Literary and Scien- tific Institute	New London, N. H.	1851 1853	10	61	0	110	14	13	2	14	2	40	4
56	Peddie Institute	Hightstown, N. J.	1866 1864	7	15		70		6		3		40	4
57	Stevens High School	Hoboken, N. J.	1870	6		29	12	(6)		11	4	25	6	
58	Rutgers College Grammar School	New Brunswick, N. J.	1770 1770	10	68	12	60	7	21	10	1	0	49	5

* From Report of the Commissioner of Education for 1873.

d Includes English department.

TABLE VII.—Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1874, &c.—Continued.

Number.	Name.	Location.	Date of charter	Date of organization.	Principal.	Religious denomination.	Number of instructors.	Students.										Number of weeks in scholastic year.	Number of years in course.
								Number preparing for classical course in college.	Number preparing for scientific course in college.	Number of other students.	Age required for admission.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.	Completed course at close of last academic year, and did not enter other institutions.	Number of scholarships.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17			
59	Princeton Preparatory School	Princeton, N. J.	1873	1873	Rev. Charles J. Collins, A. M.	0	4	35	5	30	15	23	19	20	0	37	3		
60	Cazenovia Seminary	Cazenovia, N. Y.	1825	1824	Rev. W. S. Smith, A. M.	M. Epis.	16	40	30	308	15	23	19	20	0	40	4		
61	Claverack Academy and Hudson River Institute.	Claverack, N. Y.	1854	1854	Rev. Alonzo Black, A. M., Ph. D.	0	21	70	20	219	12	16	2	9	0	40	4		
62	Port Edward Collegiate Institute	Port Edward, N. Y.	1854	1854	Rev. Jos. E. King, D. D., Ph. D.	M. Epis.	15	50	10	371	13	10	2	10	0	39	3		
63	Colgate Academy	Hamilton, N. Y.	1853	1852	Francis W. Towle	Baptist.	8	52	8	17	12	15	0	0	0	39	3		
64	Cook Academy	Havana, N. Y.	1872	1873	Charles Fairman	Baptist.	7	18	3	159	(a)	0	0	1	2	40	3		
65	Ithaca Academy	Ithaca, N. Y.	1825	1825	W. C. Ginn, A. M.	0	9	19	33	226	10	17	4	4	0	39	3		
66	Mr. Kime's School	Ithaca, N. Y.	1869	1869	William Kime, M. A.	0	2	2	12	0	(a)	0	0	0	0	37	3		
67	Kingston Academy	Kingston, N. Y.	1795	1774	Charles Curtis, A. M.	0	4	6	8	66	3	3	5	12	0	42	3		
68	Antlion Grammar School*	New York, N. Y.	1854	1854	George C. Antlion, A. M.	0	13	37	113	7	6	2	4	12	0	39	10		
69	Charlier Institute for Young Gentlemen.	New York, (108 West Ninth street,) N. Y.	0	1855	Prof. Eli Charlier	0	25	(240)	113	7	6	2	4	12	0	39	10		
70	Columbia Grammar School	New York, N. Y.	0	1763	Dr. R. S. Bacon, A. M., LL. B.	0	15	70	30	65	16	5	17	0	40	5			
71	Preparatory Scientific School	New York (267 Broadway,) N. Y.	0	1872	Alfred Colin, M. E.	0	7	4	17	8	8	3	2	3	0	40	4		
72	University Grammar School	New York, N. Y.	0	1837	M. M. Hobby, A. M.	0	8	13	0	41	6	1	4	3	0	40	4		
73	Union Classical Institute	Schenectady, N. Y.	1855	1872	Samuel L. Howe, A. M.	0	6	40	20	70	12	18	3	3	0	42	3		
74	St. John's School*	Sing Sing, N. Y.	1869	1869	Rev. J. B. Gibson, D. D.	P. E.	7	60	0	41	10	0	2	3	0	40	6		
75	De Vaux College	Suspension Bridge, N. Y.	1853	1857	Rev. Geo. Herbert Patterson	P. E.	6	20	0	41	10	0	0	0	0	20	6		
76	Rev. M. R. Hooper's Academy	Yonkers, N. Y.	1867	1867	Rev. M. R. Hooper, A. M.	0	6	20	2	60	5	1	1	1	5	40	6		
77	Chickering Institute	Cincinnati, Ohio	1855	1855	J. B. Chickering, A. M.	0	12	35	130	40	5	5	5	5	5	39	6		
78	Preparatory department of Oberlin College.	Oberlin, Ohio	1834	1834	Prof. Judson Smith	Cong.	10	210	48	179	14	53	20	20	0	36	3		
79	Musard Classical School	Oxford, Ohio	0	1873	R. H. Bishop, A. M.	0	4	31	15	16	14	7	0	0	0	38	3		

		1797(1796)	1870	J. H. Shunkor, A. M., Ph. D.	0	5	25	15	38	14	7	4	29	0	40	1
80	Chambersburg Academy.....			B. F. Stem, Ph. D.			9		12		2				43	
81	Easton Classical and Mathematical Institute.....	1844	1844	Rev. D. Copeland, A. M.	Meth.	18	40	12	225	12	6	0	12	59	40	3, 4
82	Wyoming Seminary.....	0	1853	A. H. Ego	0	4	4		39					0	49	4-6
83	Gumland Valley Institute.....	0	1857	William Fawcsmith	0	4	12	6	26	9	2		12		43	
84	Fowsmith's Classical and Mathematical School.....	0	1870	George Eastburn, M. A.	0	9	5	3	69	19	3	3	4	0	40	5
85	Hallowell Select High School.....	1873	1872	Rev. James McDougall, jr., president.	Presb.	6	10		120						49	4
86	York Collegiate Institute.....	1802	1892	Rev. F. D. Blacklee, A. B.	M. E.	13	20	3	111	(2)	2	0	4	12	49	3
87	East Greenwich Academy.....	0	1873	F. W. Tilton, A. M.	F. Bapt.	6	16	1	80	(6)	0	2	6	0	49	4
88	Rogers High School.....	1861	1862	A. G. Moulton	0	4	6		100	(2)	3		7	0	49	4
89	Lapham Institute.....	0	1864	Messrs. Mowry and Goff.	0	14	80	20	103	10	8		4		40	4
90	English and Classical School.....	1763	1764	Merrick Lyon, A. M., LL. D.	Baptist	8	45	10	10	8	9	3	5	0	49	4
91	University Grammar School.....	1786	1787	Edward J. Hyde, A. M.	0	8	5	2	66	3, 12	3	2	1	2	40	3-5
92	Castleton Seminary.....	1823	1833	H. H. Shaw, A. M.	Cong.	10	60	15	50	13	10	2	3		40	3
93	Burr and Barton Seminary.....	0	1872	W. R. Abbott	0	4	25		10	12	3		3	1	40	6
94	Green Mountain Institute.....	0	1856	Hilary P. Jones, M. A.	Epis.	22	20	5	26	14	7		7	0	36	
95	Kemoro University High School.....	0	1850	B. Peyton, B. Sc., C., and M. E.	Baptist	6	14	8	24		8		10	3	39	6
96	Bellvue High School.....	0	1865	E. F. Stearns, A. M.	0	6	20	25	89	10	8		3		39	4
97	Hanover Academy.....	0	1864	A. Markham		6	20	25	89		4	5	6	0	40	4
98	Norwood High School.....															
99	Wayland University Institute.....															
100	Milwaukee Academy.....															

* From Report of the Commissioner of Education for 1873.

a No ago specified.

b Includes English department.

TABLE VII.—Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1874, &c.—Continued.

Number.	Name.	Library.		Annual cost of tuition.	Average lodging per annum.	Property, income, &c.					Scholastic year begins—
		Number of volumes.	Increase in the past year.			Value of grounds, buildings, and apparatus.	Amount of scholarship funds.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	
		23	24	25	26	27	28	29	30	31	32
77	Chickering Institute.....	500	50	\$100	\$115	\$50,000				\$17,800	Middle September.
78	Preparatory department of Oberlin College.....			18		100,000				1,500	September 1.
79	Miami Classical School	0	0	40	152	40,000	\$0	\$0	\$0	3,000	Sept., 1st Tuesday.
80	Chambersburg Academy	500	50	60	240		0	0	0	1,900	September 1.
81	Eastern Classical and Mathematical Institute	500	25	80	160	500,000	0	0	0	10,000	September 1.
82	Wyoming Seminary	600	25	27		18,000				1,000	Sept., 2d Monday.
83	Cumberland Valley Institute.....	150	25	40		62,500				4,802	Sept., 2d Monday.
84	Fewsmith's Classical and Mathematical School.....			115							
85	Hallowell Select High School	175	25	140		\$8,000	0	0	0	8,650	Sept., 2d Monday.
86	York Collegiate Institute.....	1,100	200	40	150	100,000		50,000	3,500	2,400	September 1.
87	East Greenwich Academy	2,500		24,33	150	75,000	0	0	0	5,450	August 24.
88	Rogers High School.....	500		75	360	40,000		100,000	7,000	45	Sept., 2d Monday.
89	Lapham Institute.....	1,000		94 to 33	120	15,000					In the fall.
90	English and Classical School			108	200	100,000		0	0	20,600	Sept., 1st Monday.
91	University Grammar School	400	100	80-120	200	20,000				6,000	Sept., 1st Monday.
92	Castleton Seminary	1,000		21	140	12,000		600	2,000	2,000	Sept., 1st Thursday.
93	Burr and Burton Seminary			27	175						August.
94	Green Mountain Institute.....										
95	Kennore University High School			60-100	500	12,000		0	0	3,200	September 15.
96	Bellevue High School	1,500	50	(375)		12,000		0	0		September 15.
97	Hanover Academy	1,000	50	100	200	15,000		0	0	4,020	October 1.
98	Norwood High School.....			100	250	20,000				5,300	September 25.
99	Wayland University Institute	2,000		25	90	35,000				2,243	September 9.
100	Milwaukee Academy			60	250	50,000	0	0	0	6,400	Sept., 1st Monday.

a Apparatus.

TABLE VII.—*Memoranda.*

Name.	Location.	Remarks.
W. E. Welte's English and Classical School.	Boston, Mass	Not found.
Preparatory department of St. Louis University.	St. Louis, Mo.	Included in the report of the University, Table IX.
Brooklyn Collegiate and Polytechnic Institute.	Brooklyn, N. Y.	See Tables VI and IX.
Schenectady Union School	Schenectady, N. Y.	Merged in Union Classical Institute.
Collegiate Institute and Normal School.	Oxford, Ohio	Name changed to Miami Classical School.
Nazareth Hall	Nazareth Pa	See Table VI.

TABLE VIII.—Statistics of institutions for the superior instruction of women, for 1874; from replies to inquiries by the United States Bureau of Education.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no returns.

Number.	Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students in preparatory department.	Collegiate department.			
							Total.	Male.	Female.			Number of students in regular course.	Number of students in special or partial course.	Number of post-graduate students.	Total number of students.
		2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Florence Synodical Female College	Florence, Ala.	1850	1847	Prof. J. D. Anderson, A. M.	Presb., (O. S.)	8	1	7	7	50	66	21	1	88
2	Huntsville Female College	Huntsville, Ala.	1852	1852	Rev. George W. F. Price, A. M.	M. E. South.	13	4	9	9	81	83	7	0	90
3	Huntsville Female Seminary	Huntsville, Ala.	1829	1829	Mrs. F. A. Ross	Presb.	6	1	5	3	33	33	11	102	113
4	Judson Female Institute.	Marion, Ala.	1836	1836	J. K. Herndon Rawlings, A. M.	Baptist	13	3	10	7	30	65	2	67	79
5	Marion Female Seminary	Marion, Ala.	1836	1835	J. K. Thompson, A. M.	Non-sect.	9	2	7	2	30	32	0	22	52
6	Centenary Institute.	Sumnerfield, Ala.	1842	1841	Rev. A. D. McVoy, A. M.	M. E. South.	3	1	2	1	18	32	0	22	50
7	Troy Female College.	Troy, Ala.	1839	1839	Prof. D. P. Hurley	Baptist	7	1	6	2	21	70	1	70	71
8	Alabama Central Female College	Tuscaloosa, Ala.	1857	1858	John F. Lamine, A. M.	Baptist	10	4	6	6	19	52	5	1	58
9	Tuscaloosa Female College	Tuscaloosa, Ala.	1846	1870	B. F. Larrabee, A. M.	M. E. South.	12	4	8	1	28	45	3	6	109
10	Alabama Conference Female College.	Tuskegee, Ala.	1855	1856	Rev. Henry D. Moore	M. E.	9	6	3	1	28	45	3	6	43
11	Young Ladies' Seminary	Benicia, Cal.	1855	1856	Mary E. Snell	Conv.	9	9	0	7	100	100	1	150	157
12	College of Notre Dame.	San Jose, Cal.	1858	1857	Sister Marie Conuela	R. C.	33	1	32	3	32	32	3	32	67
13	Harford Seminary	New London, Conn.	1855	1855	Miss Marion A. Greene	Episcopal	3	3	0	3	3	3	3	3	3
14	Young Ladies' High School	Windsor, Conn.	1855	1855	Miss J. S. Williams	Episcopal	3	3	0	3	3	3	3	3	3
15	Young Ladies' Institute*	Wilmington, Del.	1854	1857	Rev. John Wilson, A. M.	Methodist	13	5	8	2	75	56	6	62	133
16	Wesleyan Female College*	Americus, Ga.	1859	1859	W. B. Seals	Non-sect.	7	3	4	1	31	99	0	99	102
17	Furlow Masonic Female College.	Covington, Ga.	1851	1852	Rev. J. N. Bradshaw	Non-sect.	7	1	6	1	20	42	42	42	104
18	Southern Masonic Female College.	Cuthbert, Ga.	1854	1855	A. H. Flewellen, A. M.	Methodist.	5	1	4	1	40	93	93	93	186
19	Andrew Female College	Cuthbert, Ga.	1851	1852	S. G. Hillyer, Jr.	Baptist	3	2	1	1	15	14	0	14	29
20	Rebel Female College	Dalton, Ga.	1872	1873	Rev. W. A. Rogers, A. M.	M. E.	6	4	2	4	15	64	154	154	318
21	Dalton Female College	Dalton, Ga.	1850	1840	Richard T. Asbury, A. M.	Baptist	7	3	4	4	59	111	111	111	222
22	Monroe Female College	Forsyth, Ga.	1849	1849	A. B. Niles, A. M.	Non-sect.	7	3	4	4	39	111	111	111	222
23	Griffin Female College	Griffin, Ga.	1849	1848	J. H. Lovelace, A. M.	Non-sect.	5	4	1	1	32	43	43	43	86
24	Hamilton Female College	Hamilton, Ga.	1854	1854	J. H. Johnson	M. E. South.	8	4	4	1	30	86	8	11	105
25	La Grange Female College*	La Grange, Ga.	1847	1847	J. T. Cox, A. M.	Non-sect.	5	4	1	1	30	86	8	11	105
26	Southern Female College.	La Grange, Ga.	1847	1844	J. T. Cox, A. M.	Non-sect.	5	4	1	1	30	86	8	11	105
27	Wesleyan Female College.	Macon, Ga.	1848	1838	W. C. Bass	M. E. South.	12	5	7	7	161	161	11	172	273

	Georgia Female College.	Madison, Ga.	1849-1849	Rev. George Young Browne, A. M.	Baptist	6	2	4	12	18	3	21	0
28													
29	Marietta Female College	Marietta, Ga.	1853-1853	I. R. Brauham	Non-sect.	6						50	
30	College Temple	Waynes, Ga.	1853-1853	M. P. Kellogg, A. M.	Baptist	6	1	5	1	35	80	5	85
31	Houston Female College	Perry, Ga.	1853-1853	George R. Briggs	Non-sect.	3	1	2	1	35	55	85	1
32	Rome Female College	Perry, Ga.	1856-1856	Rev. J. M. Caldwell	Presb.	5	3	2	1	14	106	1	108
33	Le Vert College	Talbotton, Ga.	1856-1856	Rev. V. E. Maugot	Methodist	4	2	2	2	24	57		57
34	West Point Female College	West Point, Ga.	1870-1867	A. P. Moody, A. M.	Union	5			2		0		0
35	Seminary of the Sacred Heart	Chicago, Ill.	1872-1859	Madame Margaret J. Bourke	R. C.	25		25	53	77		77	
36	Woman's College of Northwestern University.	Evanston, Ill.	1857-1873	Miss E. M. South, A. M., (dean)	M. E.	61	52	9	129	100		160	323
37	Almira College	Greenville, Ill.	1857-1859	Rev. J. B. White, A. M.	Baptist	8	1	7	1	13	84	9	93
38	Illinois Female College	Jacksonville, Ill.	1847-1847	W. H. De Motte, A. M.	M. E.	13	4	9	36	94	13	109	
39	Jacksonville Female Academy	Jacksonville, Ill.	1835-1830	Rev. L. M. Glover, D. D.	Presb.	17	5	6	2	25	12	30	3
40	Perry Hall, Lake Forest University	Lake Forest, Ill.	1869	Edward P. Weston, A. M.	Presb.	17	5	12	3	60	42		42
41	St. Angela's Academy	Morris, Ill.	1867-1857	Sister Francis	R. C.	8		8					75
42	Mt. Carroll Seminary	Mt. Carroll, Ill.	1852-1853	Mrs. F. A. W. Shiner	Baptist	12	1	11				200	
43	Rockford Seminary	Rockford, Ill.	1847-1850	Miss Anna P. Still	Non-sect.	18	4	14	8	64	62	47	109
44	Female College of Indiana	Greencastle, Ind.	1870-1870	Rev. E. W. Tisk, D. D.	Presb.	7	2	5	3	70	65	20	85
45	Moravian Seminary for Young Ladies	Hope, Ind.	1851-1866	Rev. F. R. Holland	Moravian	4	1	7				65	0
46	De Pauw Female Seminary	New Albany, Ind.	1865-1846	Rev. Erasmus Rowley, D. D.	M. E.	6	1	5	1	30	64		64
47	St. Mary's Academic Institute	St. Mary's of the Woods, Ind.	1846-1846	Mother Anastasia	R. C.	19		19				180	
48	Academy of the Immaculate Conception	Davenport, Iowa.	1869-1859	Sister Mary Gonzaga	R. C.	14	0	14				250	
49	Mt. Pleasant Female Seminary	Mt. Pleasant, Iowa.	1865-1863	Mrs. Jimo M. Beldon	Presb.	11	3	8		57		57	
50	College of the Sisters of Bethany	Topoka, Kans.	1860-1872	Right Rev. T. H. Vail, D. D.	P. E.	9	2	6	3	48	11	16	27
51	Bowling Green Presbyterian Female College.	Bowling Green, Ky.	1872-1871	Prof. S. M. Gaines	Presb.	6	2	4		41	60		60
52	Clinton Baptist Female College	Clinton, Ky.	1870-1874	T. N. Wolla	Baptist	3	1	2	10	30		30	
53	Franklin Female College	Franklin, Ky.	1868-1869	Col. George M. Edgar	Non-sect.	5	2	3	32	43	0	43	0
54	Georgetown Female Seminary	Georgetown, Ky.	1829-1869	J. J. Rucker	Baptist	5	2	6	1	20	63		63
55	Daughters College	Harrington, Ky.	1856	John A. Williams	Non-sect.	8	1	7				120	
56	Bethel Female College	Hopkinsville, Ky.	1830-1853	J. W. Rust, A. M.	Baptist	7	1	6	1	22	90		90
57	Lebanon Female College	Lebanon, Ky.	1868-1861	James Rice, A. M.	Baptist	4	1	3	2	20	69	2	71
58	Hocker Female College	Lexington, Ky.	0-1869	Robert Graham, A. M.	Disciples	9	3	6	1	14	87	2	91
59	Lexington Female College	Lexington, Ky.	1868-1868	Rev. R. Ryland, D. D.	Baptist	6	3	3	1	25		07	
60	Louisville Female College	Louisville, Ky.	1854-1853	Rev. S. Pettigum, A. M.	Methodist	8	5	3		100		100	
61	Millersburg Female College	Millersburg, Ky.	1860-1839	W. H. Savage, A. M., Rev. Geo. T. Gould, A. M., principals	Non-sect.	9	3	6	2	30	83		83
62	Bourbon Female College	Paris, Ky.	1872-1871	James A. Brown	Non-sect.	5	2	3	45	80		82	0
63	Kentucky College	Powee Valley, Ky.	1873	A. E. Sloan, M. A.	Non-sect.	3	5	3	3	32	6	1	63
64	Logan Female College	Russellville, Ky.	1867-1869	A. B. Stark, D. D.	M. E. South	6	2	4	1	20		1	101
65	Shelbyville Female College	Shelbyville, Ky.	1849-1839	W. H. Stuart	South n. Pres	5	2	3	1	15	43		43
66	Stanford Female College	Stanford, Ky.	1869-1869	Mrs. Sallie C. Truheart	Non-sect.	8	2	6	2		1	1	53
67	Silliman Female Collegiate Institute	Clinton, La.	1867-1854	Edwin H. Fay, A. M.	Presb.	11	4	4	33	47		47	12
68	Maine Wesleyan Seminary and Female College	Kent's Hill, Me.	1821-1821	Rev. H. P. Torsey, LL. D.	M. E.	11	6	5		17		6177	5
69	Baltimore Academy of the Visitation	Baltimore, Md.	1838-1837	Mother Mary Leonard Neale	R. C.	22		22	75			85	
70	Baltimore Female College	Baltimore, Md., Park Place	1849-1849	Nathan Covington Brooks, LL. D.	M. E.	10	5	5	21	79	1	80	25

a From Report of Commissioner of Education for 1873. a There were also in the institution during the year 213 male pupils.

TABLE VIII.—Statistics of institutions for the superior instruction of women, for 1874, &c.—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students in preparatory department.	Collegiate department.			
							Total.	Male.	Female.			Number of students in regular course.	Number of students in special or partial course.	Number of post-graduate students.	Total number of students.
71	The Misses Norris' School	Baltimore, Md., 32 McChes- ter street.	1868	1868	Miss Rebecca Norris	Baptist	9	4	5	1	11	13	14	15	16
72	Burkittsville Female Seminary	Burkittsville, Md.	1877	1876	Rev. W. C. Wire, A. M.	Lutheran	6	1	5	1	14	43	...	43	...
73	Cambridge Female Seminary	Cambridge, Md.	1858	1858	J. F. Banger, A. M.	Non-sect.	4	1	3	4	40	33	...	34	...
74	Fredrick Female Seminary*	Fredrick, Md.	1840	1840	J. H. Hackelton	Non-sect.	7	3	4	3	12	61	...	3	64
75	Abbott Academy	Andover, Mass.	1839	1838	Miss Phileas McKee	Non-sect.	11	3	8	0	0	136	...	137	1
76	Lasell Female Seminary	Ashburton, Mass.	1850	1851	Charles C. Prudden	Non-sect.	12	2	9	9	42	23	...	23	0
77	Gannett Institute.	Boston, Mass., (69 Chester Square.)	1853	1853	Rev. George Gannett, A. M.	Cong.	23	15	8	12	...	...	...	...	...
78	Bradford Academy	Bradford, Mass.	1894	1893	Miss Abby H. Johnson.	Cong.	15	...	...	...	164	...	...	164	...
79	Wellesley College a	Needham, Mass.	1870	1870	Rev. L. Clark Seelye	Non-sect.	...	...	...	...	...	...	...	...	...
80	Smith College a.	Northampton, Mass.	1871	...	Rev. C. C. Metcalf	Non-sect.	...	...	...	...	...	...	...	...	...
81	Wheaton Female Seminary	Norton, Mass.	1837	1835	Rev. C. V. Spear, A. M.	Cong.	19	6	13	30	79	13	...	92	8
82	Maplewood Institute for Young Ladies.	Pittsfield, Mass.	1848	1841	Rev. C. V. Spear, A. M.	Cong.	8	4	4	20	100	...	...	3	103
83	Mt. Holyoke Female Seminary	South Hadley, Mass.	1836	1837	Miss Julia E. Ward	Non-sect.	32	4	28	...	0	300	...	2	302
84	Oread Collegiate Institute	Worcester, Mass.	1848	1848	Harris R. Groene, A. M.	Non-sect.	12	3	9	6	80	...	...	1	93
85	Michigan Female Seminary	Kalamazoo, Mich.	1836	1867	Miss Jeanette Fisher.	Presb.	10	1	9	6	0	62	...	1	63
86	Young Ladies' Seminary and Collegiate Institute.	Monroe, Mich.	1830	1849	Rev. E. J. Boyd, A. M.	Non-sect.	8	1	7	2	25	64	19	16	99
87	St. Mary's Hall	Barbours, Minn.	...	1866	Rt. Rev. H. B. Whipple, D. D.	P. E.	13	3	10	...	...	...	...	...	104
88	Whitworth Female College	Brookhaven, Miss.	1860	1859	Rev. H. F. Johnson, A. M.	M. E.	11	4	7	...	51	155	...	155	...
89	Central Female Institute.	Clinton, Miss.	1853	1853	Rev. Walter Hillman, LL. D.	Baptist	9	9	7	...	58	40	6	3	49
90	Columbus Female Institute	Columbus, Miss.	1848	1847	William Clark, A. M.	Non-sect.	5	2	3	...	30	70	...	70	8
91	Franklin Female College	Holly Springs, Miss.	1849	1849	Elder L. M. Stone	Non-sect.	...	...	...	...	60	36	0	0	36
92	Meridian Female College	Meridian, Miss.	1867	1865	R. J. Guthrie.	Baptist	1	4	1	1	32	37	...	1	38
93	Union Female College	Oxford, Miss.	1854	...	P. F. Witherspoon	Cumb. Presb.	7	2	5	1	39	3	7	5	71
94	Chickasaw Female College	Pontotoc, Miss.	1854	1854	J. K. Rogers, A. M.	Presb.	4	1	3	1	5	42	...	42	...
95	Christian College	Columbia, Mo.	1851	1851	Rev. E. S. Dulin, D. D., LL. D.	Christian	11	4	7	...	...	...	...	...	...
96	Stephens Female College.	Columbia, Mo.	1857	1857	Rev. E. S. Dulin, D. D., LL. D.	Baptist	11	3	8	1	65	84	...	84	92

TABLE VIII.—Statistics of institutions for the superior instruction of women, for 1874, &c.—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.				Collegiate department.				
							Total.	Male.	Female.	Students in preparatory department.	Number of students in regular course.	Number of students in special or partial course.	Number of post-graduate students.	Total number of students.	Number of scholarships.			
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
140	Mt. Auburn Young Ladies' Institute	Cincinnati, Ohio.	.....	.....	1856	1856	H. Thane Miller	Baptist	15	3	12	6	54	40	27	0	67	0
141	Cleveland Female Seminary	Cleveland, Ohio.	.....	.....	1853	1853	S. N. Sanford, A. M.	P. E.	16	6	10	5	57	100	8	108	.....	.....
142	Cooper Seminary.	Dayton, Ohio.	.....	.....	1845	1843	Mrs. B. G. Galloway	Presb.	6	1	5	2	50	40	.....	40	.....	.....
143	Ohio Wesleyan Female College	Delaware, Ohio.	.....	.....	1853	1853	William Richardson	M. E.	11	3	8	.....	87	200	25	225	.....	.....
144	Glendale Female College.	Glendale, Ohio.	.....	.....	1854	1854	Rev. Andrew D. Potter, D. D.	Presb.	12	3	9	.....	25	88	10	98	0	.....
145	Granville Female College.	Granville, Ohio.	.....	.....	1834	1834	Rev. George H. Webster, A. M.	Presb.	7	3	4	.....	15	33	24	3	60	.....
146	Young Ladies' Institute	Granville, Ohio.	.....	.....	0	1832	Rev. D. Sheppardson, D. D.	Baptist	9	1	8	.....	40	60	2	62	.....	.....
147	Hillside Institute	Hillsboro', Ohio.	.....	.....	1866	1857	Miss Emily L. Grand-Guard.	Non-sect.	8	.....	8	.....	11	36	10	46	.....	.....
148	Hillsboro' Female College.	Hillsboro', Ohio.	.....	.....	1856	1839	Rev. Jos. Med. Matthews, D. D.	M. E.	6	1	5	.....	9	38	27	44	.....	.....
149	Oberlin College, (ladies' department)	Oberlin, Ohio.	.....	.....	1834	1834	Rev. James H. Fairchild, D. D.	Cong.	15	9	6	5	271	157	34	184	.....	.....
150	Oxford Female College	Oxford, Ohio.	.....	.....	1854	1854	Rev. Robert D. Morris, D. D.	Pres.	9	4	5	.....	5	81	34	115	.....	.....
151	Western Female Seminary.	Oxford, Ohio.	.....	.....	1853	1855	Miss Helen Peabody	Non-sect.	14	.....	14	.....	15	165	.....	165	.....	.....
152	St. Helen's Hall	Portland, Oreg.	.....	.....	1869	.....	Rt. Rev. B. W. Morris	P. E.	9	1	8	.....	16	130	.....	130	.....	.....
153	Allentown Female College	Allentown, Pa.	.....	.....	1867	1867	Rev. W. R. Holford, A. M.	Reformed	32	8	24	.....	70	25	0	25	1	.....
154	Moravian Seminary for Young Ladies.	Bethlehem, Pa.	.....	.....	1863	1749	Rev. Francis Walle	Moravian	5	9	0	.....	.....	275	.....	275	.....	.....
155	Blairsville Ladies' Seminary	Blairsville, Pa.	.....	.....	1851	.....	Rev. J. Jowett Parke, A. M.	Presb.	8	2	6	.....	.....	60	.....	60	.....	.....
156	Wilson Female College	Chambersburg, Pa.	.....	.....	1869	1870	James F. Kennedy, vice-president.	Presb.	13	7	6	.....	23	35	20	1	56	25
157	Pennsylvania Female College.	Collegeville, Pa.	.....	.....	1853	1853	J. W. Sunderland, LL. D.	Non-sect.	11	4	7	50	60	.....	60	.....	.....	.....
158	Madame Clement's French Protestant School.	Germanstown, Pa.	.....	.....	1857	.....	Madame Clement	P. E.	11	3	8	2	20	39	9	7	55	0
159	University Female Institute	Lewisburg, Pa.	.....	.....	1846	1852	Miss H. E. Spratt	Baptist	9	.....	9	2	44	67	6	.....	73	.....
160	Irving Female College	Mechanicsburg, Pa.	.....	.....	1857	1856	Rev. T. P. Ege, A. M.	Methodist.	5	2	3	.....	10	43	0	43	0	.....
161	Brooke Hall Female Seminary	Media, Pa.	.....	.....	0	1856	Maria L. Eastman	P. E.	12	1	11	.....	53	.....	1	54	.....	.....
162	Oakland Female Institute a	Norristown, Pa.	.....	.....	0	1845	Rev. J. Grier Ralston, D. D., LL. D.	Non-sect.	15	4	11	.....	.....	.....	.....	.....	.....	.....
163	Academy of Notre Dame	Philadelphia, Pa.	.....	.....	1867	1854	Sister Julia	R. C.	12	.....	12	.....	130	.....	.....	.....	20	.....
164	Chestnut Street Female Seminary	Philadelphia, Pa.	.....	.....	.....	1850	Miss Mary L. Bouney and Miss Harriette A. Dillaye.	Non-sect.	13	5	8	.....	.....	.....	.....	75	.....	.....

	M. A. Longstreth's School	West Penn Square, Philadelphia, Pa.	0 1829	M. A. Longstreth	Non-sect.	24	4	20	100
165	M. A. Longstreth's School	Philadelphia, Pa.			Non-sect.	24	4	20	100
166	Pittsburg Female College	Pittsburg, Pa.	1855/1855	Rev. I. C. Pershing, D. D.	M. E.	28	12	123	63
167	Washington Female Seminary	Washington, Pa.	1837/1838	Miss N. Sherman	Presb.	8	1	7	80
168	Cottage Hill College	York, Pa.	1868	Rev. H. L. Phillips	P. E.	4	3	1	22
169	Columbia Female College	Columbin, S. C.	1856/1857	Rev. Samuel B. Jones, D. D.	M. E. South	9	3	0	83
170	Due West Female College	Due West, S. C.	1860/1859	J. J. Prof.	Non-sect.	8	3	5	1
171	Greenview Baptist Female College	Greenview, S. C.	1854/1854	J. C. H. Judson	Baptist	9	3	1	20
172	Williamston Female College	Williamston, S. C.	0 1872	Rev. Samuel Lander, A. M.	Non-sect.	8	2	6	1
173	Bellevue Female College	Columbia, Tenn.	1873/1873	Rev. W. T. Plummer, A. M.	Non-sect.	6	2	1	25
174	Tennessee Female College	Franklin, Tenn.	1854/1857	Wm. J. Vaughn	M. E. South	7	1	6	70
175	La Grange Female College	La Grange, Tenn.	1854/1855	Prof. Henry F. Scott	Non-sect.	8			141
176	Gumbland Female College	McMinnville, Tenn.	1851/1851	Prof. A. M. Barney, A. M.	Cum. Presb.	4	2	1	08
177	State Female College	Memphis, Tenn.	1860/1858	Rev. Charles Collins, D. D.	Non-sect.	12	3	9	1
178	South Female College	Memphis, Tenn.	1852/1852	Rev. D. D. Moore	M. E. South	6	3	3	48
179	W. E. Ward's Seminary for Young Ladies.	Nashville, Tenn.	1869/1865	Rev. W. E. Ward, D. D.	Non-sect.	17	3	14	1
180	Savannah Female College	Savannah, Tenn.	1866/1861	Dr. I. O. Church	M. E. South	4			125
181	Fairmount College for Young Ladies	Savannah, Tenn.	0 1873	Mrs. M. L. Yeager and H. B. Kells	Episcopal	6	2	4	2
182	Washington Female College	Washington County, Tenn.	1850/1850	Rev. W. B. Rankin, A. M.	Presb.	2	1	1	60
183	Mary Sharp College	Winchester, Tenn.	1856/1852	Z. C. Graves, D. D.	Baptist	10	4	6	2
184	Austin College	Austin, Tex.	1856/1852	E. J. Smith, A. M.	Presb.	6	1	5	40
185	Bryan Female Seminary	Bryan City, Tex.	0 1873	Rev. W. H. Vernon	Non-sect.	3	2	1	22
186	Chappell Hill Female College	Chappell Hill, Tex.	1853/1853	Rev. E. D. Pitts, A. M.	M. E. South	5	2	3	1
187	Dallas Female College	Dallas, Tex.	1871	Rev. W. H. Seales	M. E.	4	1	3	25
188	Galveston Female Seminary	Galveston, Tex.	1873	T. J. Girardeau	Non-sect.	7	4	3	81
189	Andrew Female College	Huntsville, Tex.	1855/1857	S. D. Saunders, A. M., M. D.	M. E. South	4	0	4	2
190	Tanier Female Seminary	Paris, Tex.	1871/1866	Rev. Oliver P. Stark	Non-sect.	4	1	3	
191	Nazareth Convent	Victoria, Tex.	1866	Mother St. Claire	R. C.	12			48
192	Vermont Methodist Seminary and Female College	Montpelier, Vt.	1865/1869	Rev. Lorenzo White, A. M.	M. E.	11	6	5	50
193	Martha Washington College	Arlington, Va.	1855/1859	Richard W. Jones, A. M.	M. E. South	8	4	4	15
194	Hollins Institute	Botetourt Springs, Va.	1843/1842	Charles L. Cooke, A. M.	Baptist	12	4	8	11
195	Roanoke Female College	Danville, Va.	1859/1859	S. W. & T. T. Averett	Baptist	7	3	4	1
196	Farmville Female College	Farmville, Va.	0 1873	Rev. Paul Whitehead	M. E. South	7	4	3	08
197	Petersburg Female College	Petersburg, Va.	1856/1854	Mrs. F. M. Wright	Non-sect.	8	5	3	1
198	Southern Female Institute	Petersburg, Va.	1863/1862	W. T. Davis, A. M.	Non-sect.	6	3	3	05
199	Richmond Female Institute	Richmond, Va.	1872/1852	John Hart, M. A.	Baptist	8	4	4	2
200	Agnesta Female Seminary	Staunton, Va.	1861	Miss Mary J. Baldwin	Presb.	30	10	20	5
201	Mozart Institute	Staunton, Va.			Presb.				60
202	Staunton Female Seminary	Staunton, Va.	1870/1870	Rev. J. T. Miller, A. M.	Lutheran	11	5	6	
203	Virginia Female Institute	Staunton, Va.	1845/1845	Rev. R. H. Phillips	P. E.	15	8	7	2
204	Westcott Female Institute	Staunton, Va.	1849/1850	Rev. William A. Harris, D. D.	M. E.	15	6	9	146
205	Parkersburg Female Academy of the Visitation	Parkersburg, W. Va.	1866/1864	Sister M. Bernadine	R. C.	8		4	80
206	Wheeling Female College	Wheeling, W. Va.	1865/1865	Rev. W. H. Morton, A. M.	Non-sect.	13	4	3	75
207	Wisconsin Female College	Tox Lake, Wis.	1850	Miss Mary H. Henry	Gong	6		6	9
208	Milwaukee Female College	Milwaukee, Wis.	1853/1853	Charles S. Farrar, A. M.	Non-sect.	16	4	12	1
209	St. Clara Academy	Sinsinawa Mound, Wis.	1852/1848	Sister M. Emile	R. C.	20		20	83

* From Report of Commissioner of Education for 1873.

a Temporarily closed.

b New building, just completed, and school to open September, 1875.

	x	5	42	3, 000	0	225	40	80	175, 000	0	0	2, 000	Wed. after 2d Mon. in July. June 17.
297 Wesleyan Female College.	x	4	40	250	0	125	30	40	20, 000	0	0	5, 000	Last Wednesday in June.
298 Georgia Female College.	x	4	40	5, 000	25	165	25-40	50-75	50, 000	0	0	5, 000	Last of June.
299 Marietta Female College.	0	4	40	0	0	125	40	50	8, 000	0	0	3, 500	June, third Thursday.
300 College Temple.	x	4	40	500	0	150	40	50	12, 000	0	0	2, 577	July 7.
301 Houston Female College.	x	5	40	300	0	200	10-42	52	7, 500	0	0	15, 000	June 30.
302 Reno Female College.	x	4	36	400	0	150	32	60	20, 000	0	0	16, 350	June 24.
303 Le Vert College.	x	8	40	750	150	200	15	15	(0)	(0)	(0)	11, 057	First Thursday in June.
304 West Point Female College.	x	4	38	21, 000	50	225	15	40	93, 000	0	0	9, 000	June 3.
305 Seminary of the Sacred Heart.	x	4	40	2, 000	0	160	32	40	60, 000	0	0	11, 635	June 23.
306 Woman's College of Northwestern University.	x	4	40	1, 000	0	185	40	40	30, 000	0	0	6, 000	June 25.
307 Alumn College.	x	4	26	2, 000	0	350	60	60	100, 000	0	0	20, 000	June 1.
308 Illinois Female College.	x	5	40	450	50	200	20	28	10, 000	0	0	3, 500	June, last Wednesday.
309 Jacksonville Female Academy.	x	5	40	450	50	200	20	28	10, 000	0	0	4, 000	June 10.
310 Perry Hall Lake Forest University.	x	5	40	2, 000	100	160	20	40	50, 000	0	0	10, 537	June, last Wednesday.
311 St. Angela's Academy.	x	4	40	1, 000	0	230	32	40	50, 000	0	0	4, 000	June 17.
312 Mt. Carroll Seminary.	x	4	40	500	0	200	32	40	50, 000	0	0	5, 000	June 11.
313 Rockford Seminary.	x	4	40	1, 000	0	170	20	40	50, 000	0	0	4, 000	June 10.
314 Female College of Indiana.	x	4	40	500	0	230	32	40	50, 000	0	0	4, 000	June 10.
315 Moravian Seminary for Young Ladies.	x	4	40	500	0	230	32	40	50, 000	0	0	4, 000	June 10.
316 Do Pany Female Seminary.	x	4	40	1, 000	0	230	32	40	50, 000	0	0	4, 000	June 10.
317 St. Mary's Academic Institute.*	x	4	40	3, 000	100	230	32	40	50, 000	0	0	4, 000	June 10.
318 Academy of the Immaculate Conception.	x	4	40	3, 000	100	230	32	40	50, 000	0	0	4, 000	June 10.
319 Mt. Pleasant Female Seminary.	x	4	40	600	25	170	10	16	16	0	0	4, 000	June 10.
320 College of the Sisters of Bethany.	x	4	40	1, 500	0	225	30	45	20, 000	0	0	5, 000	June 10.
321 Bowling Green Presbyterian Female College.	x	4	40	1, 500	0	170	40	50	20, 000	0	0	5, 000	June 10.
322 Clinton Baptist Female College.	0	4	40	150	0	190	30	40	10, 000	0	0	4, 000	June 10.
323 Franklin Female College.	x	4	40	150	0	200	20-40	40-70	20, 000	0	0	4, 000	June 10.
324 Georgetown Female Seminary.	x	5	40	200	50	200	25	60	20, 000	0	0	4, 000	June 10.
325 Daughters College.	x	5	40	3, 000	0	300	40	50	30, 000	0	0	4, 000	June 10.
326 Bethel Female College.	x	5	40	1, 000	0	250	40	50	30, 000	0	0	4, 000	June 10.
327 Lebanon Female College.	x	4	40	1, 000	0	160	27-33	33	12, 000	0	0	4, 000	June 10.
328 Leoben Female College.	0	4	40	1, 000	0	250	40	50	100, 000	0	0	4, 000	June 10.
329 Lexington Female College.	x	4	40	1, 000	0	200	40	50	100, 000	0	0	4, 000	June 10.
330 Louisville Female College.	x	4	40	1, 000	0	200	40	50	100, 000	0	0	4, 000	June 10.
331 Millersburg Female College.	x	4	40	1, 000	0	200	40	50	100, 000	0	0	4, 000	June 10.
332 Louisville Female College.	x	4	40	1, 000	0	200	40	50	100, 000	0	0	4, 000	June 10.
333 Kentucky College.	x	4	36	400	0	200	40	50	100, 000	0	0	4, 000	June 10.
334 Logan Female College.	x	4	40	1, 000	100	250	40	50	100, 000	0	0	4, 000	June 10.
335 Shelbyville Female College.	x	4	40	1, 000	100	250	40	50	100, 000	0	0	4, 000	June 10.
336 Stanford Female College.	x	4	40	250	50	200	40	50	100, 000	0	0	4, 000	June 10.
337 Sullivan Female Collegiate Institute.	x	4	40	300	0	190	40	50	100, 000	0	0	4, 000	June 10.
338 Maine Wesleyan Seminary and Female College.	x	4	39	2, 000	200	130	21	21	25, 000	0	0	4, 000	June 10.
339 Baltimore Academy of the Visitation.	x	4	42	3, 250	0	250	40-75	75	65, 000	0	0	4, 000	June 10.
340 Baltimore Female College.	x	4	42	3, 250	0	250	40-75	75	65, 000	0	0	4, 000	June 10.
341 The Misses Norris' School.	x	4	42	3, 250	0	250	40-75	75	65, 000	0	0	4, 000	June 10.
342 Berkitsville Female Seminary.	x	4	40	600	0	170	20-25	25	5, 000	0	0	4, 000	June 10.
343 Cambridge Female Seminary.	x	4	41	350	0	220	35	52	5, 000	0	0	4, 000	June 10.
344 Frederick Female Seminary.*	x	4	40	625	0	180	41	54	100, 000	0	0	4, 000	June 10.

* Including board. It is evident that some of the other amounts given in column
 b include money received for board as well as tuition.

* From Report of Commissioner of Education for 1873.
 a Including tuition.
 b See Northwestern University, Table IX.

TABLE VIII.—Statistics of institutions for the superior instruction of women, for 1874, &c.—Continued.

Number.	Name.	Is the institution authorized by law to confer collegiate degrees?	No. of years in collegiate course.	No. of weeks in scholastic year.	Library.		Cost of—			Property, income, &c.				Date of next commencement.
					Number of volumes.	Increase in the past year.	Board and lodging per annum.	Tuition per annum in preparatory department.	Tuition per annum in regular course.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	
	I	17	18	19	20	21	22	23	24	25	26	27	28	29
75	Abbott Academy	0	4	39	1,500	100	\$240		\$26	\$35,000	0	0	\$2,000	June 30.
76	Lassell Female Seminary	0	4	37	250		250	\$60	90	60,000				June 10.
77	Gannett Institute	0	4	40	4,000	200		100-125	200	100,000	0	0	11,733	June 16.
78	Bradford Academy	0	4	38	2,107	185	260		60					June 23.
79	Wellesley College													
80	Smith College	x	4	37	2,600	100	210	45	45	150,000	\$27,000			
81	Wheaton Female Seminary		4	39	2,000		210	45	23	80,000	0	0		June 30.
82	Maplewood Institute for Young Ladies	0	4	40	1,000	20	350	20-24	45	50,000	3,000	0	45,000	June 29.
83	Mt. Holyoke Female Seminary	0	4	39	8,750	553	150		80	300,000	50,000	0	7,000	July 1.
84	Oread Collegiate Institute	0	4	39	1,000	25	240	60		150,000	0	0	9,000	Last Friday in June.
85	Michigan Female Seminary	0	4	39	500	50	210		40	70,000			8,000	July 1.
86	Young Ladies' Seminary and Collegiate Institute	x	4	40	500	100	240	21		45,000				June 17.
87	St. Mary's Hall		4	41	600		6350			50,000			7,000	Last week in June.
88	Whitworth Female College	x	4	40			6250			50,000			6,000	June 29.
89	Central Female Institute		4	40	1,500	100	195	40	50	25,000			8,000	July 1.
90	Columbus Female Institute	x	4	40	1,000		180	30-48	60	30,000			3,500	June 25.
91	Franklin Female College	x	3	40	400		180	30	40-60	10,000	0	0	2,800	June 17.
92	Meridian Female College	x	4	36	423		133	36	45	8,000	0	0	7,130	June 16.
93	Union Female College	x	4	40	200	50	200	20-40	60	40,000	0	0		June 15.
94	Chickasaw Female College	x	4	40	2,000	50	175	30-40	50	30,000			3,500	July 1.
95	Christian College	x	4	40	400		200	30	50	50,000	0	0	8,400	June 18.
96	Stephens Female College	x	4	40	500	0	250	20-40	50	45,000	20,000	0	0	June 10.
97	Howard College	x	4	40	200	0	200	30	50	25,000	0	0		June 20.
98	Independence Female College	x	4	40	200		220	30	50	15,000				June 22.
99	St. Teresa's Academy*	0	6	40	400	400	150	30	40	10,000				June 27.
100	Clay Seminary	0	4	38	300		160	40	50					June, second Friday.

[illegible]

c Including board. It is evident that some of the other amounts given in column 28 include moneys received for board as well as tuition.

* From Report of Commissioner of Education for 1873.
 a Including tuition.
 b See Northwestern University, Table IX.

175	La Grange Female College.....	4	40	400	190	54	20,000	0	6,000	June 11.
176	Camberland Female College.....	4	41	500	150	50	20,000	0	3,000	June 10.
177	State Female College.....	4	40	500	230	50	75,000	0	0	Second Thursday in June.
178	Soule Female College.....	4	40	150	240	60	30,000	0	0	June 11.
179	W. E. Ward's Seminary for Young Ladies.....	5	40	2,000	240	60	75,000	0	14,000	June 12.
180	Savannah Female College.....	4	40	0	275	35	40,000	0	2,500	June 21.
181	Vermont College for Young Ladies.....	4	40	200	140	30	15,000	0	3,500	December 20.
182	Washington Female College*.....	4	40	300	160	30	8,000	0	11,074	June 20.
183	Mary Sharp College.....	4	41	1,500	200	40	20,000	0	0	June 11.
184	Austin College Female Institute.....	4	40	400	200	60	20,000	0	4,000	June 20.
185	Bryan Female Seminary.....	0	40	400	200	40	3,000	0	2,000	June 20.
186	Chappell Hill Female College.....	5	40	500	180	35	15,000	0	3,000	June 9.
187	Dallas Female College.....	4	36	0	350	60	15,000	0	2,500	0
188	Galveston Female Seminary*.....	3	40	0	150	40-50	10,000	0	0	September first Monday.
189	Andrew Female College*.....	4	40	1,000	200	30	20,000	0	3,500	Last Wednesday in June.
190	Lamar Female Seminary.....	3	40	200	73	40-50	12,000	0	600	0
191	Nazareth Convent.....	4	42	500	156	36	100,000	0	4,000	July 1.
192	Vermont Methodist Seminary and Female College.....	4	40	1,300	100	60	40,000	0	6,800	Wed. bef. 4th Thurs. June.
193	Martha Washington College.....	4	40	0	165	50	70,000	0	13,000	June 23.
194	Hollins Institute.....	4	39	0	170	50	37,400	0	2,000	June 2.
195	Renovo Female College.....	4	40	0	170	80	7,500	0	0	June 16.
196	Farmville Female College.....	4	40	300	160	40	12,000	0	2,500	June 22.
197	Petersburg Female College.....	4	40	1,000	180	50	20,000	0	4,000	Last Wednesday in June.
198	Southern Female College.....	4	40	600	250	70	60,000	0	0	June 29.
199	Richmond Female Institute*.....	35	40	0	190	60	150,000	0	0	0
200	Augusta Female Seminary.....	4	40	0	225	60	25,000	0	0	June 10.
201	Mozart Institute.....	3	40	200	190	60	75,000	0	636,000	June 3.
202	Stanton Female Seminary.....	4	40	2,500	180	60	75,000	0	0	June 19.
203	Virginia Female Institute.....	4	40	400	200	30	0	0	0	June 30.
204	Wesleyan Female Institute.....	6	40	400	200	40	35,000	0	0	June 25.
205	Parkersburg Female Academy of the Visitation.....	4	40	300	150	50	70,000	0	10,000	June, third Wednesday.
206	Wheeling Female College*.....	4	39	700	350	26	40,000	0	0	June, third Thursday in July.
207	Wisconsin Female College.....	4	40	600	200	150	0	0	0	0
208	Milwaukee Female College.....	4	40	1,000	200	0	0	0	0	0
209	St. Clara Academy.....	4	42	0	0	0	0	0	0	0

* From Report of Commissioner of Education for 1873.

a Including tuition.

b Temporarily closed.

c Including board. It is evident that some of the other amounts given in column 23 include moneys received for board as well as tuition.

d New building just completed, and school to open September, 1873.

List of institutions for the superior instruction of women from which no information has been received.

Name.	Location.	Name.	Location.
School for Young Ladies	Farmington, Conn.	English, French, and German School, 222 Madison avenue.	New York, N. Y.
Congrégation de Notre Dame ..	Waterbury, Conn.	Marguerite Institute, 14 East Forty-second street.	New York, N. Y.
Lacy Cobb Institute	Athens, Ga.	Cincinnati Young Ladies' Seminary.	Cincinnati, Ohio.
North Georgia Female College.	Atlanta, Ga.	Chegaray Institute, 1527 Spruce street.	Philadelphia, Pa.
Lumpkin Masonic Female College.	Lumpkin, Ga.	Bristol Female College	Bristol, Tenn.
Montpelier Institute for Young Ladies.	Macon, Ga.	Brownsville Female College...	Brownsville, Tenn.
Southern Illinois Female College.	Salem, Ill.	Jackson Female College	Jackson, Tenn.
St. Catherine's Academy	Lexington, Ky.	Mrs. Haile's Memphis Female Seminary.	Memphis, Tenn.
Science Hill	Shelbyville, Ky.	St. Cecelia's Female College...	Nashville, Tenn.
Patapsco Female Institute	Ellicott City, Md.	Ursuline Academy	Galveston, Tex.
Notre Dame Academy	Boston Highlands, Mass.	Paine Female College	Goliad, Tex.
Sharon Female College	Sharon, Miss.	Female College	Independence, Tex.
Academy of the Visitation	St. Louis, Mo.	Waco Female College	Waco, Tex.
Delacore Institute	Trenton, N. J.	Suffolk Female Institute	Suffolk, Va.
Academy of the Sacred Heart..	Albany, N. Y.		
Athenæum Seminary, corner Clinton st. and Atlantic av.	Brooklyn, N. Y.		

TABLE VIII.—*Memoranda.*

Name.	Location.	Remarks.
Perry Female College	Perry, Ga.	See Houston Female College, identical.
Logansport Female College	Logansport, Ind.	Closed.
Allen Lodge Female College	Glasgow, Ky.	Suspended.
Liberty Female College	Liberty, Mo.	Closed.
Rockland Female Institute	Nyack, N. Y.	Closed.
Louisburg Female College	Louisburg, N. C.	Closed.
Ohio Female College	College Hill, Ohio ..	Closed.
Ingleside Seminary	Philadelphia, Pa.	Private school, and does not wish to report.
Ripley Female College	Poultney, Vt.	See Table VI.
Danville Female College	Danville, Va.	See Roanoke Female College, identical.

TABLE IX.—*Statistics of universities and colleges for 1874; from replies to inquiries by the United States Bureau of Education.*

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Number.	Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					Number of students unclassified.	
							Number of instructors.	Students.			Preparing for college course.		
								Male.	Female.				
			3	4	5	6	7	8	9	10	11		
1	Southern University *	Greensboro', Ala.	1858	1859	M. E. South.	Rev. A. S. Andrews, A. M., D. D.	1	153					
2	Howard College	Marion, Ala.	1841	1841	Baptist	Col. James T. Murree	1	28	0	28		125	
3	Spring Hill College *	Near Mobile, Ala.	1842	1829	R. C.	Rev. John Montfort, S. J.							
4	Talladega College *	Talladega, Ala.	1869	1869	Am. Miss. Ass.	A. A. Sanford		18	7				
5	University of Alabama	Tuscaloosa, Ala.	1820	1831	Non-sect.	Charles G. Smith, M. D.	0	0	0				
6	Cane Hill College	Bonsboro', Ark.	1862	1868	Cumb. Presb.	Rev. F. R. Earle, A. M.	62			10			
7	St. John's College of Arkansas	Little Rock, Ark.	1850	1859	Masonic	Rev. A. R. Winfield, D. D.	38			14			
8	Missionary College of St. Augustine	Bonita, Cal.	1868	1868	P. Epis.	Rev. W. P. Tucker, A. M.	50			50			
9	St. Vincent's College.	Los Angeles, Cal.	1869	1867	R. C.	Rev. James McGill, C. M.	0	0	0	0			
10	University of California.	Oakland, Cal.	1869	1869	Non-sect.	D. C. Gilman, A. M.	2	125	0	31			
11	St. Mary's College	San Francisco, Cal.	1872	1872	R. C.	Rev. Brother Justin							
12	University College *	San Francisco, Cal.	1859	1859	Presb.	Rev. William Alexander, D. D.							
13	Franciscan College	Santa Barbara, Cal.	1853	1851	R. C.	Rev. J. J. O'Keefe, O. S. F.							
14	Santa Clara College.	Santa Clara, Cal.	1853	1851	R. C.	Rev. A. Varsi, S. J.		50	32	64			
15	University of the Pacific	Santa Clara, Cal.	1853	1851	M. Epis.	Rev. A. S. Gibbons, A. M., M. D.	3	33	15	15			
16	College of Our Lady of Guadalupe	Santa Inez, Cal.	1816	1844	R. C.	Brother Paschal Doran, O. S. F.		86	80	38	23		
17	Pacific Methodist College.	Santa Rosa, Cal.	1862	1861	Baptist	A. L. Fitzgerald, A. M.	4						
18	California College	Vacaville, Cal.	1871	1871	Meth. South.	A. S. Worrell, A. M.		54	59				
19	Respirian College	Woodland, Cal.	1869	1869	Christian	J. M. Martin		0	0	0			
20	Trinity College	Hartford, Conn.	1823	1823	P. Epis.	Rev. T. R. Pynchon, D. D.	0	0	0	0			
21	Wesleyan University	Middletown, Conn.	1831	1830	M. Epis.	Rev. Jos. Cummings, D. D., LL. D.	0	0	0	0			
22	Yale College	New Haven, Conn.	1701	1701	Cong.	Rev. Noah Porter, D. D., LL. D.	0	0	0	0			
23	Delaware College	Newark, Del.	1867	1870	Non-sect.	William H. Purcell, LL. D.	0	0	0	0			
24	University of the State of Georgia.	Athens, Ga.	1784	1801	Non-sect.	Rev. Henry H. Tucker, D. D., (chancellor.)							

* From Report of Commissioner of Education for 1873.

TABLE IX.—*Statistics of universities and colleges for 1874, &c.—Continued.*

Number.	Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.				Number of students unclassified.
							Students.			Number of instructors.	
1	2	3	4	5	6	7	8	9	10	11	
25	Atlanta University	Atlanta, Ga.	1867	1869	Non-sect.	Edmund A. Ware, A. M.	1	41	4	42	
26	Bowdon College	Bowdon, Ga.	1857	1856	M. Prot.	John G. Goldwell		16	12	28	
27	Mercer University	Macon, Ga.	1837	1838	Baptist	Rev. A. J. Battle, D. D.					
28	Emory College	Oxford, Ga.	1836	1838	M. E. South.	Rev. O. L. Smith, D. D.	1	55		55	
29	Abingdon College	Abingdon, Ill.	1853	1855	Disciples	Prof. Oval Pirkey		45	40		
30	Hedding College	Abingdon, Ill.	1854	1854	M. Epis.	Rev. J. G. Evans, A. M.	2	125	75	57	
31	Shurtleff College	Alton, Ill.	1855	1855	Baptist	Rev. A. A. Kendrick, D. D.	3	70	33	81	
32	Illinois Wesleyan University	Bloomington, Ill.	1850	1850	Meth.	Rev. Samuel Fallows, D. D.		250	100	35	
33	St. Viator's College	Bourbonnais Grove, Ill.	1874	1869	R. C.	Rev. Thomas Roy					
34	Blackburn University*	Carlinville, Ill.	1838	1867	Presb.	Rev. J. W. Bailey, D. D.		97	44		
35	Carthage College	Carthage, Ill.	1870	1873	Lutheran	Rev. D. L. Tressler, A. M.		125	36		
36	Chicago University	Chicago, Ill.	1857	1857	Baptist	Rev. Lemuel Moss, D. D.	1	130	10	100	
37	St. Ignatius College	Chicago, Ill.	1870	1870	R. C.	Rev. J. De Block, S. J.	2	36	0	36	
38	Eureka College	Eureka, Ill.	1855	1856	Christian	A. M. Weston, A. M.		58	19	77	
39	Northwestern University	Evanston, Ill.	1851	1855	M. Epis.	Rev. C. H. Fowler, D. D.	14	(403)		403	
40	Knox College	Galesburg, Ill.	1857	1841	Presb. and Cong.	Hon. Newton Bateman		112	75	31	
41	Lombard University	Galesburg, Ill.	1852	1857	Univ.	Rev. William Livingston, A. M.	4	46	25	71	
42	Illinois College	Jacksonville, Ill.	1835	1829	Non-sect.	Rev. J. M. Starrevant, D. D., LL. D.	2	61		38	
43	McKendree College	Lebanon, Ill.	1834	1828	M. Epis.	Rev. John W. Locke, D. D.	1	74	28	102	
44	Lincoln University	Lincoln, Ill.	1872	1867	Cumb. Presb.	Rev. A. J. McGlumphy, D. D.		212	120	19	
45	Monmouth College	Monmouth, Ill.	1857	1856	U. Presb.	Rev. D. A. Wallace, D. D., LL. D.	4	(200)		140	
46	Northwestern College	Naperville, Ill.	1865	1861	Evangel.	Rev. A. A. Smith, A. M.	5	221	56		
47	Augustana College	Paxton, Ill.	1863	1863	Lutheran	Rev. T. N. Hasselquist, D. D.	2	45			
48	College of the Sacred Heart of Jesus.	Ruma, Ill.		* 1861	R. C.	Rev. William Cluse					
49	St. Joseph's Ecclesiastical College	Teutopolis, Ill.	1865	1865	U. Breth.	Very Rev. P. M. Klostorman, O. S. F.		44		13	
50	Westfield College	Westfield, Ill.	1860	1858	R. C.	Rev. S. B. Allen, A. M.	1	94	70	6	
51	Wheaton College	Wheaton, Ill.	1860	1858	Cong.	Rev. J. Blanchard	5	132	76	40	
52	Bedford College	Bedford, Ind.	1855	1872	Christian	Elder James M. Mathies		13	11		

53	Indiana University	1828	1828	Non-sect.	Rev. Cyrus Nutt, D. D., LL. D.	2	55	32	90
54	Wabash College	1828	1828	Presb.	Rev. Joseph P. Tuttle, D. D.	8	120	80	80
55	Concordia College	1846	1839	Evang. Luth.	Otto Hauser, (director)	8	255	9	14
56	Fort Wayne College	1846	1846	M. Epis.	Rev. R. D. Robinson, D. D.	2	21	10	31
57	Franklin College	61872	61872	Baptist	Rev. W. T. Stott, A. M.	1	92	35	130
58	Indiana Asbury University	1836	1837	M. Epis.	Rev. Kenlen Andrus, D. D.	3	37	6	37
59	Hanover College	1831	1832	Presb.	Rev. George G. Heckman, D. D.	3	75	22	97
60	Hartsville University	1821	1832	U. Breth.	Rev. W. J. Penner	4	160	40	40
61	Northwestern Christian University	1855	1857	Christian	Rev. O. A. Burgess, A. M.	4	91	14	38
62	Union Christian College	1859	1858	Christian	Rev. Thomas Holmes, D. D.	3	24	24	200
63	Moore's Hill, Ind.	1854	1854	M. Epis.	Rev. F. A. Hester, D. D.	3	91	69	43
64	University of Notre Dame du Lac	1854	1854	R. C.	Patrick T. Colovin, C. S. C.	30	200	8	8
65	University of Notre Dame du Lac	1859	1859	Friends	Joseph Moore, A. M.	3	93	81	100
66	Earlham College	1867	1867	F. W. B.	Rev. Samuel D. Bates, A. M.	3	40	100	100
67	Ridgewell College	1860	1860	R. C.	Rev. Isidore Hobbs, O. S. B.	3	160	0	0
68	St. Meinrad's College	0	1872	R. C.	Very Rev. Jos. Losen, D. D., O. M. C.	141	141	65	65
69	St. Bonaventure's College	1852	1852	Baptist	Rev. Laur. Larsen	4	95	5	59
70	Burlington University	1865	1865	Lutheran	Rev. J. A. Nash, A. M.	4	50	40	30
71	Norwegian Lutheran College	1865	1865	Baptist	Rev. J. W. Bissell, A. M.	4	157	101	68
72	University of Des Moines	1857	1855	M. Epis.	Rev. George F. Magoun, D. D.	5	51	60	1
73	Upper Iowa University	1847	1848	Cong.	Rev. S. H. Taft	1	97	71	168
74	Iowa College	1869	1869	Non-sect.	Rev. Alexander Barnes, D. D.	7	322	5	44
75	Humboldt College	1867	1867	M. Epis.	Rev. George Thacher	7	21	5	27
76	Simpson Centenary College	1857	1860	Non-sect.	George F. W. Wilkey	2	24	20	41
77	Iowa State University	1853	1873	M. Epis.	Rev. John Wheeler, D. D.	2	235	130	130
78	German College	1853	1855	M. Epis.	Rev. William F. Kings, D. D.	7	135	74	53
79	Iowa Wesleyan University	1857	1857	M. Epis.	F. M. Bremer	2	73	68	68
80	Cornell College	1856	1856	Christian	John W. Woody, A. M.	2	85	96	26
81	Oskaloosa College	1866	1873	Friends	Rev. L. A. Dunn, D. D.	2	77	91	50
82	Penn College	1853	1854	Baptist	D. Spauls Wright, A. M.	5	104	96	37
83	Central University of Iowa	1867	1868	Friends	Rev. William M. Brooks, A. M.	5	169	4	7
84	Whitlier College	1854	1866	Cong.	Rev. E. B. Keplhart, A. M.	7	110	0	0
85	Tabor College	1856	1856	U. Breth.	Rev. Giles Christoph, O. S. B.	7	92	53	53
86	Western College, Iowa	1868	1869	R. C.	S. S. Wedderby, A. M.	7	67	48	43
87	St. Pauced's College	1857	1857	M. Epis.	No president	7	40	36	36
88	Baker University	1857	1857	Presb.	Rev. James Marvin, D. D.	7	21	4	4
89	Highland, Kans.	1856	1857	Presb.	N. B. Barthol	7	21	4	4
90	State University	1864	1865	Non-sect.	Rev. F. H. Shutebeck, S. J.	7	21	4	4
91	Lane University	1865	1865	U. Breth.	Rev. Peter McVicar, M. A., D. D.	7	21	4	4
92	St. Mary's College	1869	1869	R. C.	Rev. E. H. Farewell	7	21	4	4
93	Washington College	1865	1865	Cong.	H. A. Cecil	7	21	4	4
94	Berea College	1865	1865	R. C.	Ormond Beatty, LL. D.	7	21	4	4
95	Cecil College	1867	1860	Presb.	Col. R. D. Allen, A. M., C. E., M. D.	7	21	4	4
96	Danville, Ky.	1819	1822	Christian	Rev. Basil Manly, Jr., D. D., LL. D.	7	21	4	4
97	Paineville, Ky.	1857	1858	Non-sect.	Henry H. White, LL. D.	7	21	4	4
98	Partridge Post-Office, Ky.	1846	1845	Baptist	John Darby, A. M., Ph. D.	7	21	4	4
99	Georgetown, Ky.	1829	1852	Non-sect.	H. J. Greenwell	7	21	4	4
100	Kentucky Military Institute	1857	1858	Methodist	Rev. R. L. Breck, D. D., (chancellor)	7	21	4	4
101	Georgetown University	1859	1866	Baptist		7	21	4	4
102	Kentucky Wesleyan University	1866	1845	Baptist		7	21	4	4
103	Concord College	1866	1845	Baptist		7	21	4	4
104	Central University	1873	1873	Presb. South		7	21	4	4

a New charter and organization.

* From Report of the Commissioner of Education for 1873.

TABLE IX.—Statistics of universities and colleges for 1874, &c.—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.				Number of students unclassified.
							Number of instructors.	Students.		Preparing for college course.	
								Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	
103	Bethel College	Russellville, Ky.	1856	Baptist	Leslie Waggoner, (ch'rn of faculty)	1	32		12	82	
104	St. Mary's College	St. Mary's, Ky.	1837	R. C.	Rev. David Tennessy, C. R.		4	0	4		
105	Louisiana State University	Baton Rouge, La.	1853	Non-sect.	David F. Boyd		9		9		
106	St. Charles College	Grand Coteau, La.	1852	R. C.	Rev. R. Ollivier, S. F.		100				
107	Centenary College of Louisiana *	Jackson, La.	1835	M. E. South.	Rev. C. G. Andrews, A. M.		(125)				
108	Leland University	New Orleans, La.	1870	Baptist	L. B. Barker		(136)				
109	New Orleans University	New Orleans, La.	1873	M. Epis.	Rev. J. S. Leavitt, A. M.	5	16	12	136	173	
110	Straight University *	New Orleans, La.	1869	Cong.	S. S. Ashley, (acting)						
111	St. Mary Jefferson College	St. James, La.	1861	R. C.	Rev. J. Bicot, S. M.						
112	Bowdoin College	Brunswick, Me.	1794	Cong	Joshua L. Chamberlain, LL. D.						
113	Bates College	Lewiston, Me.	1863	Cong Baptist	Rev. O. B. Cheney, D. D.						
114	Colby University	Waterville, Me.	1820	Baptist	Rev. Henry E. Robins, D. D.	0	0	0	0		
115	St. John's College	Annapolis, Md.	1784	Baptist	James M. Garnett, A. M.		59				
116	Washington College	Annapolis, Md.	1782	Non-sect.	William J. Rivers	1	2				
117	Rock Hill College *	Chesetown, Md.	1865	Non-sect.	Rev. Brother Bettelin		105				
118	S. Charles College	Ellicott City, Md.	1848	R. C.	Rev. S. Ferté, S. S., D. D.						
119	Near Ellicott City, Md.	Ellicott City, Md.	1830	R. C.	Rev. John McCloskey	26	122		132		
120	Frederick College *	Frederick, Md.	1797	Non-sect.	G. C. Deaver, A. M.		100				
121	Western Maryland College	Westminster, Md.	1868	M. Prot.	Rev. J. T. Ward, D. D.	2	36	13	25		
122	Amherst College	Amherst, Mass.	1825	Cong.	Rev. Wm. A. Stearns, D. D., LL. D.	0	0	0	0		
123	Boston College	Boston, Mass.	1863	R. C.	Rev. Robert Fulton, S. J.	7	143				
124	Harvard University	Boston, Mass.	1699	M. Epis.	Rev. Wm. F. Warren, D. D., LL. D.						
125	Tufts College	Cambridge, Mass.	1642	Non-sect.	Charles W. Eliot, LL. D.	0	0				
126	Williams College	Medford, Mass.	1827	Universalist	Rev. Alonzo A. Miner, D. D.						
127	College of the Holy Cross *	Williamstown, Mass.	1793	Cong	Rev. P. A. Chadbourne, D. D., LL. D.						
128	Adrian College	Worcester, Mass.	1865	R. C.	Rev. I. B. O. Hagan, S. J.		40				
129	Albion College	Albion, Mich.	1859	Meth.	Rev. G. B. McElroy, S. J.		34	21			
130	Albion College	Albion, Mich.	1861	M. Epis.	Rev. G. B. Jocelyn, D. D.		53	63			

1321	University of Michigan	Ann Arbor, Mich	1841	Non-sect	James B. Ansell, LL. D.	0	0	0	0
1322	Hillsdale College	Hillsdale, Mich	1855	F. W. B.	Rev. Do. Witt C. Durgin, A. M.	3	68	212	65
1333	Hope College	Holland City, Mich	1866	Ref. (Dutch)	Rev. Philip Phelps, Jr.	6	70	68	39
1334	Kalamazoo College	Kalamazoo, Mich	1855	Baptist	Rev. Kendall Brooks, D. D.	6	103	93	60
1335	Olivet College	Olivet, Mich	1858	Cong. & Presb.	J. H. Hewitt, A. M., (acting)	145	67	72	67
1336	University of Minnesota	Minneapolis, Minn.	1868	Non-sect	William W. Fowler, A. M.	1	100	61	72
1337	Carleton College	Northfield, Minn.	1866	Cong.	Rev. James W. Strong, D. D.	1	18	18	18
1338	St. John's College	St. Joseph, Minn.	1857	R. C.	Rev. Alexius Edelbrock, O. S. B.	2	32	32	32
1339	Mississippi College	Clinton, Miss.	1830	Baptist	Rev. W. S. Webb, A. M.	4	109	87	53
1340	Shaw University	Holly Springs, Miss.	1870	Methodist	Rev. A. C. McDonald.	1	33	33	33
1341	University of Mississippi	Oxford, Miss.	1848	Non-sect	Alex. P. Stewart, (chancellor)	1	30	70	75
1342	Pass Christian College*	Pass Christian, Miss.	1866	R. C.	Brother Leonardian	1	30	70	75
1343	Madison College	Sharon, Miss.	1852	Non-sect	John S. Robinson, A. M.	1	30	70	75
1344	Tongalo University*	Tongalo, Miss.	1871	Union	J. R. Nutting	1	54	6	54
1345	Christian University*	Canton, Mo.	1853	Christian	B. H. Smith	6	85	30	69
1346	St. Vincent's College	Cape Girardeau, Mo	1843	R. C.	Rev. Anthony Verrina, C. M.	1	54	6	54
1347	McGee College	Columbia, Mo.	1853	Cumb. Presb.	Rev. J. B. Mitchell, D. D.	6	85	30	69
1348	University of Missouri	Columbia, Mo.	1839	Non-sect	Daniel Reid, LL. D.	1	164	52	42
1349	Central College	Rayette, Mo.	1855	M. E. South	Rev. J. C. Wills, A. M., D. D.	1	33	14	14
1350	Westminster College	Fulton, Mo.	1853	M. E. South	Rev. M. M. Fisher, D. D.	2	30	42	15
1351	Lewis College	Glasgow, Mo.	1865	M. Epis.	James C. Hall, A. M.	33	40	32	70
1352	Lincoln College	Greenwood, Mo.	1870	United Presb.	Rev. M. M. Brown, A. M.	33	40	32	70
1353	Hannibal College	Hannibal, Mo.	1869	M. E. South	Rev. Leo Baier, A. M.	4	25	25	7
1354	Woodland College	Independence, Mo	1869	Christian	W. A. Buckner, A. M.	1	40	18	18
1355	Thayer College	Kidder, Mo.	1863	Cong	(Vacant)	4	25	25	18
1356	William Jewell College	Liberty, Mo	1849	Baptist	Rev. W. R. Rothwell, D. D.	1	40	18	18
1357	St. Joseph College	St. Joseph, Mo	1872	R. C.	Brother Gelvinian, (noting)	4	110	29	99
1358	College of the Christian Brothers	St. Louis, Mo	1855	R. C.	Rev. Brother James	10	270	200	200
1359	St. Louis University	St. Louis, Mo	1832	R. C.	Rev. L. Bushart, S. J.	2	59	89	89
1360	Washington University	St. Louis, Mo	1853	Non-sect.	Rev. W. G. Eliot, D. D.	15	300	70	70
1361	Drury College	Springfield, Mo	1873	Cong	Rev. N. J. Morrison, D. D.	4	63	67	136
1362	Doane College	Crete, Neb.	1873	Cong	(Vacant)	2	22	23	15
1363	University of Nebraska	Lincoln, Neb.	1871	Non-sect.	Allen R. Benton, A. M., LL. D.	2	41	16	31
1364	Nebraska College	Nebraska City, Neb.	1868	P. Epis.	Rev. John McNamara, D. D.	1	88	0	11
1365	Dartmouth College	Hanover, N. H.	1763	Cong	Rev. Asa D. Smith, D. D., LL. D.	0	0	0	0
1366	Burlington College	Burlington, N. J	1846	P. Epis	Rt. Rev. William Scarborough, D. D.	4	63	65	65
1367	Rutgers College	New Brunswick, N. J.	1770	Reformed.	Rev. William H. Campbell, D. D., LL. D.	0	0	0	0
1368	College of New Jersey	Princeton, N. J	1746	Presbyterian.	Rev. James McCosh, D. D., LL. D.	10	45	130	130
1369	Sewan Hall College	South Orange, N. J	1861	R. C. D.	Rt. Rev. M. A. Corrigan, D. D.	10	134	159	70
1370	Alfred University	Alfred, N. Y	1857	R. C.	Rev. J. Allen	10	150	22	52
1371	St. Bonaventure's College	Allegany, N. Y	1839	P. Epis	Rev. Charles Nazzano, O. S. F.	10	150	22	52
1372	St. Stephen's College	Anandale, N. Y	1860	R. C.	Rev. Robert B. Fairbairn, D. D.	10	150	22	52
1373	Wells College	Aurora, N. Y	1866	Non-sect.	Rev. Thomas C. Strong, D. D.	10	150	22	52
1374	Brooklyn Collegiate and Polytechnic Institute	Brooklyn, N. Y	1854	Non-sect	David H. Cochran, Ph. D., LL. D.	17	469	4	4
1375	St. Francis College*	Brooklyn, N. Y	.....	R. C.	Brother Peter	.....	.....	.....	.....
1376	St. John's College*	Brooklyn, N. Y	.....	R. C.	Rev. J. T. Landry, C. M.	.....	.....	.....	.....
1377	Canisius College	Buffalo, N. Y	1870	R. C.	Rev. Henry Behrens, S. J.	.....	.....	.....	.....
1378	St. Joseph's College	Buffalo, N. Y	1861	R. C.	Rev. Brother Frank	8	200	193	193

*From Report of Commissioner of Education for 1873.

TABLE IX.—Statistics of universities and colleges for 1874, &c.—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.				Number of students unclassified.
							Number of instructors.	Students.			
								Male.	Female.	Preparing for college course.	
1	2	3	4	5	6	7	8	9	10	11	
179	St. Lawrence University	Canton, N. Y.	1866	Universalist	Rev. A. G. Gaines, D. D.	0	0	0	0	0	
180	Hamilton College	Clinton, N. Y.	1812	Presb.	Rev. Samuel G. Brown, D. D., LL. D.	0	0	0	0	0	
181	Elmira Female College	Elmira, N. Y.	1855	Presb.	Rev. A. W. Cowles, D. D.	0	0	81	81	0	
182	Robert College	Geneva, N. Y.	1822	P. E.	Rev. M. Van Rensselaer, D. D., LL. D.	0	0	0	0	0	
183	Madison University	Hamilton, N. Y.	1824	Baptist	Rev. Ebenezer Dodge, D. D., LL. D.	0	0	0	0	0	
184	Cornell University	Ithaca, N. Y.	1865	Non-sect	Andrew D. White, LL. D.	0	0	0	0	0	
185	Ingham University	Le Roy, N. Y.	1856	Presb.	Rev. L. D. Chapin, A. M.	4	4	85	36	35	
186	College of the City of New York	New York, N. Y.	1866	Non-sect	Alex. S. Webb, LL. D.	5	448	0	448	0	
187	College of St. Francis Xavier	New York, N. Y.	1861	R. C.	Rev. H. Hudson, S. J.	9	242	0	242	0	
188	Columbia College	New York, N. Y.	1754	P. Epis.	F. A. P. Barnard, S. T. D., LL. D., L. H. D.	0	0	0	0	0	
189	Manhattan College	New York, N. Y.	1863	R. C.	Brother Padian.	30	420	0	30	0	
190	Rutgers Female College	New York, N. Y.	1867	Non-sect	Rev. Chas. F. Deems, D. D.	0	84	84	0	0	
191	University of the City of New York	New York, N. Y.	1850	Non-sect	Howard Crosby, D. D., LL. D., (chancellor.)	0	0	0	0	0	
192	Vassar College	Poughkeepsie, N. Y.	1861	Non-sect	John H. Raymond, LL. D.	0	0	146	146	0	
193	University of Rochester	Rochester, N. Y.	1850	Baptist	M. B. Anderson, LL. D.	0	0	0	0	0	
194	Union College	Schenectady, N. Y.	1795	Non-sect	Rev. E. North Potter, D. D.	0	0	0	0	0	
195	Syracuse University	Syracuse, N. Y.	1870	M. Epis.	Rev. E. O. Haven, D. D., LL. D.	0	0	0	0	16	
196	University of North Carolina	Chapel Hill, N. C.	1787	Non-sect	Rev. Solomon Pool.	0	0	0	0	0	
197	Davidson College	Davidson College, N. C.	1838	Presb.	Prof. J. R. Blake, A. M., (chairman of faculty.)	0	0	0	0	0	
198	Rutherford College	Happy Home P. O., N. C.	1870	Non-sect	Rev. J. L. Abernethy, A. M.	133	45	45	0	0	
199	North Carolina College	Mt. Pleasant, N. C.	1859	Lutheran	Rev. Louis A. Bickle, D. D.	95	40	40	0	0	
200	Trinity College	Trinity, N. C.	1853	M. E. South	Rev. B. Craven, D. D., LL. D.	48	48	48	0	0	
201	Wake Forest College	Wake Forest, N. C.	1853	Baptist	Rev. W. M. Wingate, D. D.	4	52	48	72	0	
202	Buchtel College	Akron, Ohio	1869	Universalist	Rev. S. H. McCollister, A. M.	4	52	48	72	0	
203	Ohio University	Athens, Ohio	1804	Non-sect	Rev. W. H. Scott, A. M.	21	60	91	0	0	

204	Baldwin University.....	Berea, Ohio.....	1856	1856	M. Epist.	1851	R. C.....	Rev. Francis Joseph Pablsch, D. D., LL. D.	2	80	60	50
205	German Wallace College.....	Berea, Ohio.....	1846	1846	M. Epist.	1846	R. C.....	J. S. Lowe.....	3	114	11	11
206	McGorkle College.....	Bloomfield, Ohio.....	1873	1873	Presb.	1873	Presb.	Rev. J. A. Schulze.....	1	25	20	20
207	Cincinnati University.....	Cincinnati, Ohio.....	1876	1876	Non-sect.	1873	Non-sect.	Rev. W. D. Godman, D. D., Rev. William Nest, D. D., H. T. Eddy, C. E., Ph. D., (dean of faculty.)	22	22	18	15
208	Mt. St. Mary's of the West.....	Cincinnati, Ohio.....	0	1851	R. C.....	1851	R. C.....	Rev. Francis Joseph Pablsch, D. D., LL. D.	39	39	39	39
209	St. Xavier College.....	Cincinnati, Ohio.....	1842	1842	R. C.....	1842	R. C.....	Rev. E. A. Higgins.....	3	114	11	11
210	Farmers' College.....	College Hill, Ohio.....	1846	1846	Non-sect.	1846	Non-sect.	J. S. Lowe.....	1	25	20	20
211	Capital University.....	Columbus, Ohio.....	1852	1852	Evng. Luth.	1852	Evng. Luth.	Rev. J. A. Schulze.....	1	25	20	20
212	Ohio Wesleyan University.....	Delaware, Ohio.....	1842	1842	M. Epist.	1842	M. Epist.	Rev. L. D. McCabe, D. D., (acting)	2	103	103	30
213	Kentown College.....	Gambier, Ohio.....	1824	1825	P. Epist.	1825	P. Epist.	Prof. Eli W. Tappan, A. M., (acting)	2	103	103	30
214	Denison University.....	Granville, Ohio.....	1821	1831	Baptist	1831	Baptist	Rev. F. O. Marshall, A. M., (acting)	4	106	6	10
215	Hiram College.....	Hiram, Ohio.....	1867	1867	Disciples	1867	Disciples	Rev. F. O. Marshall, A. M., (acting)	4	106	6	10
216	Western Reserve College.....	Hudson, Ohio.....	1826	1827	Non-sect.	1827	Non-sect.	Rev. Carroll Cutler, D. D.	2	32	6	35
217	Ohio Central College.....	Iberia, Ohio.....	1851	1851	U. Presb.	1851	U. Presb.	John A. Ramsay.....	2	32	6	35
218	Marietta College.....	Marietta, Ohio.....	1858	1858	Non-sect.	1858	Non-sect.	Rev. I. D. Andrews, D. D., LL. D.	2	117	97	78
219	Mt. Union College.....	Mt. Union, Ohio.....	1825	1825	M. Epist.	1825	M. Epist.	Rev. O. N. Hartshorn, LL. D.	2	117	97	78
220	Franklin College.....	New Athens, Ohio.....	1825	1825	U. Presb.	1825	U. Presb.	A. E. Ross, LL. D.	2	117	97	78
221	Muskingum College.....	New Concord, Ohio.....	1837	1837	Non-sect.	1837	Non-sect.	Rev. David Paul, D. D.	6	329	163	121
222	Richmond College.....	Oberlin, Ohio.....	1834	1834	Con'g.	1834	Con'g.	Rev. James H. Fairchild, D. D.	10	241	17	210
223	Oberlin College.....	Richmond, Ohio.....	1835	1835	Non-sect.	1835	Non-sect.	L. W. Osg, A. M.	17	40	41	46
224	One Study University.....	Saco, Ohio.....	1836	1836	M. Epist.	1836	M. Epist.	A. D. Low, A. M.	3	49	36	36
225	Wittenberg College.....	Springfield, Ohio.....	1845	1845	Evng. Luth.	1845	Evng. Luth.	Rev. J. B. Helwig.....	3	49	36	36
226	Heidelberg College.....	Tiffin, Ohio.....	1850	1850	Ref. (German)	1850	Ref. (German)	Rev. George W. Withard, D. D.	3	49	36	36
227	Urbana University.....	Urbana, Ohio.....	1850	1851	New Church.	1851	New Church.	Rev. Frank Sewell, A. M.	3	14	14	14
228	Oberlin University.....	Westerville, Ohio.....	1847	1849	U. Presb.	1849	U. Presb.	Rev. H. A. Thompson, D. D.	3	100	50	21
229	Granva College.....	Willoughby, Ohio.....	1853	1853	Ref. Presb.	1853	Ref. Presb.	Rev. H. H. George.....	3	109	61	50
230	Willoughby College.....	Willoughby, Ohio.....	1861	1863	Methodist	1863	Methodist	W. W. Gist.....	3	60	60	60
231	University of Wooster.....	Wooster, Ohio.....	1866	1870	Friends	1870	Friends	Benjamin Trueblood.....	3	64	72	72
232	University of Wooster.....	Wooster, Ohio.....	1866	1870	Presb.	1870	Presb.	Rev. A. E. Taylor, D. D.	3	64	72	72
233	Wilberforce University.....	Near Xenia, Ohio.....	1863	1863	African M. E.	1863	African M. E.	Rev. Daniel A. Payne, D. D.	7	105	53	30
234	Xenia College.....	Xenia, Ohio.....	1850	1851	M. Epist.	1851	M. Epist.	William Smith, A. M.	13	32	32	45
235	Antioch College.....	Yellow Springs, Ohio.....	1859	1859	Non-sect.	1859	Non-sect.	Samuel C. Derby, A. M., (acting)	3	28	32	28
236	Corvallis College.....	Corvallis, Oreg.....	1868	1868	M. E., South	1868	M. E., South	B. L. Arnold.....	3	28	32	28
237	Oregon State University.....	Corvallis, Oreg.....	1868	1868	M. E., South	1868	M. E., South	B. L. Arnold.....	3	28	32	28
238	Pacific University.....	Forest Grove, Oreg.....	1854	1854	Evangelical	1854	Evangelical	Rev. S. H. Marsh, D. D.	3	32	65	65
239	McMinnville College.....	McMinnville, Oreg.....	1859	1859	Baptist	1859	Baptist	Rev. Mark Bailey, A. M.	3	103	90	10
240	Christian College.....	Monmouth, Oreg.....	1865	1865	Christian	1865	Christian	T. T. Campbell.....	2	38	34	33
241	Philomath College.....	Philomath, Oreg.....	1865	1865	U. Brethren	1865	U. Brethren	Rev. R. E. Williams, A. B.	2	152	130	31
242	Willamette University.....	Salem, Oreg.....	1853	1844	M. Epist.	1844	M. Epist.	S. M. Gates, A. M., Ph. D.	2	62	0	31
243	Mulholland College.....	Albion, Oreg.....	1867	1867	Evng. Luth.	1867	Evng. Luth.	Rev. F. A. Mulholland, D. D.	2	96	35	40
244	Lebanon Valley College.....	Ansville, Pa.....	1867	1866	U. Brethren	1866	U. Brethren	L. H. Hammond, A. M.	2	96	35	40
245	Dickinson College.....	Carlisle, Pa.....	1783	1783	M. Epist.	1783	M. Epist.	Rev. J. A. McCandry, D. D.	0	0	0	0
246	Pennsylvania Military Academy.....	Chester, Pa.....	1862	1862	Non-sect.	1862	Non-sect.	Col. Theodore Hyatt, M. A.	0	0	0	0
247	Lafayette College.....	Easton, Pa.....	1836	1831	Presb.	1831	Presb.	Rev. William C. Catell, D. D.	0	0	0	0
248	Ursinus College.....	Freeland, Pa.....	1869	1870	Reformed	1870	Reformed	Rev. J. H. A. Romberger, D. D.	5	75	50	50
249	Pennsylvania College.....	Gettysburg, Pa.....	1852	1852	Lutheran	1852	Lutheran	Rev. M. Valentine, D. D.	3	55	50	50
250	Thiel College.....	Greenville, Pa.....	1870	1870	Evng. Luth.	1870	Evng. Luth.	H. W. Roth, (acting)	3	30	2	27
251	Haverford College.....	Haverford College, Pa.....	1833	1830	Friends, (O.)	1830	Friends, (O.)	John H. Drillingham, (superintendent)	3	30	2	27

b Buildings not completed and classes not yet organized.

a Exercises suspended since 1871.

* From Report of Commissioner of Education for 1873.

TABLE IX.—*Statistics of universities and colleges for 1874, &c.—Continued.*

Number.	Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.				Number of students unclassified.
							Number of instructors.	Male.	Female.	Preparing for college course.	
1	2	3	4	5	6	7	8	9	10	11	
253	Franklin and Marshall College.	Lancaster, Pa.	1853	Reformed, (G.)	Rev. J. W. Kevin, D. D., LL. D.	4	64	—	—	35	—
253	St. Vincent's College*	Near Latrobe, Pa.	1870	R. C.	Rev. B. Winbur, O. S. B.	—	315	—	—	—	—
254	University at Lewisburg	Lewisburg, Pa.	1847	Baptist	Rev. J. R. Lewis, LL. D.	2	64	—	—	34	—
255	St. Francis College	Loretto, Pa.	1892	R. C.	Rev. D. J. Devlin	—	83	—	—	29	—
256	Lincoln University*	Lower Oxford, Pa.	1854	Presb.	Rev. T. N. Kendall, D. D.	—	81	—	—	10	—
257	Allegheny College	Meadville, Pa.	1817	M. Epis.	Rev. J. Hannett, D. D., (decing)	—	(40)	—	—	40	—
258	Mercersburg College	Mercersburg, Pa.	1865	Reformed	Rev. E. E. Higbee, D. D.	4	50	0	—	40	—
259	Palatine College	Myersstown, Pa.	1868	Reformed	Rev. G. W. Aughinbaugh, D. D.	4	147	45	—	50	—
260	Westminster College	New Wilmington, Pa.	1852	U. Presb.	Rev. E. T. Jeffers, D. D.	—	39	14	—	53	14
261	La Salle College*	Philadelphia, Pa.	1863	R. C.	Brother Neall	—	110	—	—	—	—
262	St. Joseph's College a	Philadelphia, Pa.	1852	R. C.	Rev. Rurhard Villiger, S. J.	—	—	—	—	—	—
263	University of Pennsylvania.	Philadelphia, Pa.	1755	Non-sect.	C. J. Stillé, LL. D., (provost)	4	172	0	60	—	—
264	Western University of Pennsylvania.	Pittsburg, Pa.	1819	Non-sect.	George Woods, LL. D., (chancellor)	—	0	0	—	—	—
265	The Lehigh University	South Bethlehem, Pa.	1866	Prot. Epis.	Henry Coppock, LL. D.	3	102	57	93	—	—
266	Swarthmore College	Swarthmore, Pa.	1864	Friends	Edw. H. Magill, A. M.	5	60	—	—	—	—
267	Villanova College	Villanova, Pa.	1845	R. C.	Very Rev. Thomas Gallagher, O. S. A.	—	—	—	—	—	—
268	Washington and Jefferson College	Washington, Pa.	1802	Presb.	Rev. George P. Hays, D. D.	—	65	50	71	100	—
269	Waynesburg College	Waynesburg, Pa.	1850	Cumb. Presb.	Rev. A. H. Miller, D. D.	—	0	0	—	—	—
270	Brown University	Providence, R. I.	1764	Baptist	Rev. E. G. Robinson, S. T. D., LL. D.	0	0	0	—	—	—
271	College of Charleston.	Charleston, S. C.	1765	Non-sect.	N. R. Middleton	0	0	0	—	—	—
272	University of South Carolina	Columbia, S. C.	1801	Non-sect.	Rev. Benjamin B. Rabbitt, (chairman of faculty.)	2	117	0	117	—	—
273	Erskine College	Due West, S. C.	1841	Ref. Presb.	Rev. William M. Grier, D. D.	—	8	0	8	—	—
274	Furman University.	Greenville, S. C.	1850	Baptist	Rev. James C. Furman, D. D.	—	—	—	—	—	—
275	Clalin University	Orangeburg, S. C.	1869	M. E.	Rev. Edward Cooke, A. M., D. D.	4	106	50	—	—	—
276	Wofford College	Spartanburg S. C.	1851	M. E. South.	Rev. Albert M. Shipp, D. D.	2	70	0	34	—	—
277	Newberry College	Walhalla, S. C.	1858	Lutheran	Rev. J. P. Smeltzer, D. D.	2	42	—	—	—	—

278	Wimsboro', S. C.	Non-sect.	Robert H. Clarkson	43	15
279	Athens, Tenn.	M. Epis.	Rev. J. A. Dean, D. D.	37	9
280	Beach Grove, Tenn.	Non-sect.	M. Parker, A. M.	1	4
281	Bristol, Tenn.	Presb.	Rev. J. D. Tadlock	64	40
282	Clarksville, Tenn.	Presb.	Rev. J. B. Shearer, D. D.	75	75
283	Greenville, Tenn.	Independent.	Rev. W. S. Deak, A. M.	4	71
284	Jackson, Tenn.	Baptist	George W. Jarman, A. M.	121	75
285	Jackson, Tenn.	Non-sect.	Rev. E. L. Patton, A. M.	87	87
286	Knoxville, Tenn.	Non-sect.	Rev. Thomas W. Humes, S. T. D.	5	100
287	Lebanon, Tenn.	Cumb. Presb.	Naham Green, A. M., LL.D., chancellor.	70	31
288	McKenzie, Tenn.	Cumb. Presb.	Rev. W. W. Hendrix	67	38
289	Maryville, Tenn.	Presb.	Rev. P. M. Bartlett, D. D.	82	40
290	Memphis, Tenn.	K. C.	Brother Maurlin	90	90
291	Mosheim, Tenn.	Lutheran	Rev. James M. Wagner, A. M.	4	35
292	Nashville, Tenn.	M. Epis.	Rev. J. Bruden, D. D.	50	30
293	Nashville, Tenn.	Non-sect.	A. K. Spence, A. M.	139	123
294	Nashville, Tenn.	Non-sect.	E. Kirby Smith	33	30
295	Nashville, Tenn.	Non-sect.	Bishop H. N. McTyeire	136	0
296	Nashville, Tenn.	P. Epis.	General J. Gorgas, (vice-chancellor)	9	89
297	Sewanee P.-O., Tenn.	M. E. South.	Rev. J. H. Brunner, A. M.	107	21
298	Near Sweetwater, Tenn.	M. E. South.	Col. J. G. James	0	0
299	Austin, Tex.	Non-sect.	Rev. G. F. Parisot, O. M. T.	60	7
300	Brownsville, Tex.	R. C.	Rev. James G. Carrier, C. S. C.	4	110
301	Galveston, Tex.	R. C.	Rev. F. A. Mood, A. M., D. D., (regent)	53	47
302	Georgetown, Tex.	M. E. South.	O. H. Cooper	47	
303	Henderson, Tex.	Non-sect.	Rev. S. M. Lockett, A. M.		
304	Huntsville, Tex.	Presb.	Rev. Wm. C. Craue, D. D., LL. D.	6	145
305	Independence, Tex.	Baptist	T. Carson Moore	2	115
306	Marshall, Tex.	M. Epis.	S. D. Saunders, A. B.	60	34
307	Salado, Tex.	Non-sect.	Rev. W. E. Beeson, D. D.	3	127
308	Tehuacana, Tex.	Cumb. Presb.	Rev. R. C. Burleson, A. M., D. D.	3	98
309	Waco, Tex.	Baptist	John E. Bishop, A. M.	3	87
310	Waxahatchie, Tex.	Methodist	M. H. Buckham, A. M.	2	47
311	Burlington, Va.	Non-sect.	Wm. H. Parker, A. M., (acting)	0	0
312	Middlebury, Vt.	Cong.	Rev. Malcolm Douglass, D. D.	2	42
313	Norwich University, (military).	P. Epis.	Rev. James A. Duncan, A. M., D. D.	2	42
314	Ashland, Va.	M. E. South.	James F. Harrison, M. D., (chairman of faculty)	78	
315	Enory, Va.	M. E. South.	Rev. E. E. Wiley, A. M., M. D.	0	0
316	Hampton Sidney College.	Presb.	Rev. J. M. P. Atkinson, D. D.	0	0
317	Lexington, Va.	Non-sect.	Gen. G. W. C. Lee	0	0
318	Richmond, Va.	Baptist	B. Parryear, A. M., (chairman of faculty)	0	0
319	Salom, Va.	Lutheran	Rev. D. F. Bittle, D. D.	3	60
320	Roanoke College.	P. Epis.	Benjamin S. Jewell, LL. D.	1	13
321	College of William and Mary.	Christian	W. K. Pendleton	35	6
322	Bethany, W. Va.	F. W. B.	Rev. W. Colegrove, A. M.	6	22
323	Flemington, W. Va.				

b Buildings not completed; departments to be opened October, 1875.

a From Report of Commissioner of Education for 1873. *s* Suspended until completion of new buildings.

TABLE IX.—*Statistics of universities and colleges for 1874, &c.—Continued.*

Number.	Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					Number of students unclassified.
							Number of instructors.	Students.		Preparing for college course.		
								Male.	Female.			
											7		8	9	10	11
323	West Virginia University	Morgantown, W. Va.	1867	1867	Non-sect.	Rev. Alexander Martin, D. D.	3	50			250	
324	Lawrence University	Appleton, Wis.	1847	1849	M. Epis.	Rev. George M. Steele, D. D.	3	51	46		110	
325	Beloit College	Beloit, Wis.	1845	1847	Cong.	Rev. A. L. Chapin, D. D.	3	146				
326	Galesville University	Galesville, Wis.	1859	1859	M. Epis.	Rev. Harrison Gilliland, D. D.	3	49	52		646	31
327	University of Wisconsin	Madison, Wis.	1848	1848	Non-sect.	John Bascom, LL. D.	3	42	4		150	
328	Milton College	Milton, Wis.	1867	1867	Seventh-Day B.	Rev. W. C. Whitford, A. M.	6	100	50		70	
329	St. John's College	Prairie du Chien, Wis.	1873	1870	R. C.	Brothot Oliver	10	138	0		66	
330	Racine College	Racine, Wis.	1852	1852	Cong.	Rev. James De Koven, D. D.	3	112	107			
331	Ripon College	Ripon, Wis.	1855	1863	Cong.	Rev. William E. Merriam, A. M.	3	50				
332	Pio Nono College*	St. Francis Station, Wis.	1871	1871	R. C.	Rev. Dr. J. Salzman	1	137	10		105	
333	Northwestern University	Watertown, Wis.	1864	1865	Lutheran	Rev. Aug. F. Ernst, A. M.	1	139	0		125	
334	Georgetown College	Georgetown, D. C.	1815	1789	R. C.	Rev. P. F. Healy, S. J.	20	80				
335	Columbian University*	Washington, D. C.	1821	1822	Baptist	James C. Welling, LL. D.	2	45	5		50	
336	Gonzaga College*	Washington, D. C.	1838	1858	R. C.	James Clark	1	16			16	
337	Howard University	Washington, D. C.	1867	1866	Non-sect.	Prof. John M. Langston, LL. D.	1	14	11		20	
338	National Deaf-Mute College	Washington, D. C.	1864	1864	Non-sect.	E. M. Gallaudet, Ph. D., LL. D.	1	14			7	
339	Colorado College	Colorado Springs, Colo. Ter.	1874	1874	Cong.	Prof. Jonathan Edwards, (acting)	4	20	15		43	
340	Evans University	Evans, Colo. Ter.	1874	1869	Presb.	J. F. Stewart	4	110	69		23	
341	University of Deseret	Salt Lake City, Utah	1850	1850	L. D. Saints	John R. Park, M. D.	27	27				
342	Washington Territorial University*	Seattle, Wash. Ter.	1860	1872	R. C.	Rev. G. F. Whitworth						
343	Holy Angels' College	Vancouver City, Wash. Ter.		1865	R. C.	Rev. Louis D. G. Schraun						

* From Report of the Commissioner of Education for 1873.

a For students in scientific departments see Table X.

TABLE IX.—*Statistics of universities and colleges for 1874, &c.—Continued.*

Number.	Name.	Collegiate department.																										No. of years in collegiate course.	No. of scholarships.
		Corps of instruction.				Whole number of students.	Students in classical course.										Students in scientific course.												
		No. of faculty.	No. of resident professors and instructors.		No. of non-resident professors and instructors.		No. of endowed professors.		Freshman.		Sophomore.		Junior.		Senior.		Freshman.		Sophomore.		Junior.		Senior.		No. of post-graduates.				
			No. of resident professors and instructors.	No. of non-resident professors and instructors.	No. of endowed professors.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
1	Southern University*	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37		
2	Howard College	6	5	0	0	128	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	40		
3	Spring Hill College*	25	13	0	0	70	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	40		
4	Talladega College*	13	9	0	0	76	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	39		
5	University of Alabama.	3	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	38		
6	Cane Hill College.	3	4	1	0	21	6	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	(a)	4	39		
7	St. John's College of Arkansas.	4	4	0	0	40	16	16	16	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	0	3	40		
8	Missionary College of St. Augustine	5	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	44		
9	St. Vincent's College	24	24	4	1	6100	31	9	7	0	18	1	9	0	(e)	9	3	1	1	1	1	1	2	0	0	4	43		
10	University of California	15	10	3	0	36	3	0	6	0	3	0	8	0	0	0	0	0	0	0	0	0	0	0	0	0	4		
11	St. Mary's College*	7	9	0	0	90	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100	43			
12	University College*	13	9	0	0	75	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	40		
13	Franciscan College	38	32	0	0	210	47	11	4	3	1	1	1	2	2	3	5	6	0	0	3	1	0	0	0	4	46		
14	Santa Clara College	5	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	40		
15	University of the Pacific	3	3	0	0	106	15	7	13	12	11	3	0	0	36	14	0	0	0	0	0	0	0	0	0	4	40		
16	College of Our Lady of Guadalupe	11	11	0	0	48	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	40		
17	Pacific Methodist College.	4	4	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	40		
18	California College	9	6	3	3	80	15	21	15	19	15	15	19	19	19	19	19	19	19	19	19	19	19	19	0	4	36		
19	Hesperian College.	14	8	6	3	183	37	1	43	1	36	4	45	0	10	1	2	0	0	0	0	0	0	0	0	4	38		
20	Trinity College.	15	13	0	7	592	164	142	136	95	95	95	95	95	95	95	95	95	95	95	95	95	95	95	1	4	37		
21	Wesleyan University	24	24	0	0	45	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	4		
22	Xavier College.	6	15	0	0	266	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	60	4		
23	Delaware College.	15	15	0	0	18	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	269	4		
24	University of the State of Georgia	4	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	37		

* From Report of Commissioner of Education for 1873.

b Includes 16 special students and students at large.

c For students in scientific departments, see Table X.

d In partial course.

e Partially.

[illegible]

c3 wholly; 5 in part.

6 Includes 37 special students.

a Partially.

* From Report of Commissioner of Education for 1873.

1329	Hilldale College	18	6	136	13	2	5	2	10	4	5	6	12	8	12	5	11	11	12	4	40
1330	Trope College	6	6	0	21	5	4	6	6	6	2	1	6	3	2	0	0	0	0	4	35
1331	Kalamazoo College	7	7	0	4	27	1	0	1	3	1	5	2	4	0	5	1	1	0	4	35
1332	Olivet College	13	13	1	57	11	2	3	3	1	5	0	1	6	3	4	5	1	0	4	35
1333	University of Minnesota	14	13	1	6	71	18	0	5	0	1	0	11	8	14	2	5	1	0	4	35
1334	Carlton College	8	8	0	0	13	18	1	1	12	8	7	6	13	7	1	0	0	0	4	39
1335	St. John's College	16	16	0	83	13	16	1	12	12	8	7	6	13	7	1	0	0	0	5	40
1336	Mississippi College	7	7	0	108	5	6	3	10	12	8	7	6	13	7	1	0	0	0	4	40
1337	Shaw University	9	9	0	94	7	6	3	140	140	140	140	140	140	140	140	140	140	140	4	36
1338	University of Mississippi	14	14	0	60	30	15	10	5	5	5	5	5	5	5	5	5	5	5	3	4
1339	Pass Christian College*	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	40
1340	Madison College	13	13	0	108	40	35	25	15	11	4	4	4	4	4	4	4	4	4	4	36
1341	Tonguee University*	15	14	1	108	40	35	25	15	11	4	4	4	4	4	4	4	4	4	4	36
1342	Christian University*	8	8	0	27	6	7	4	5	4	5	4	5	4	5	4	5	4	5	5	43
1343	St. Vincent's College	10	10	0	181	71	9	43	4	15	8	1	1	1	1	1	1	1	1	4	41
1344	McGee College	27	24	3	111	6	0	0	0	0	0	0	0	0	0	0	0	0	0	4	41
1345	University of Missouri	6	6	0	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	42
1346	Central College	6	6	0	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	42
1347	Westminster College	6	6	0	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	42
1348	Lewis College	4	4	0	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	42
1349	Lincoln College	4	4	0	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	42
1350	Hammond College	6	6	0	44	7	11	5	3	8	1	4	1	1	1	1	1	1	1	4	38
1351	Woodland College	6	6	0	33	5	4	5	5	6	1	3	1	3	1	3	1	3	1	4	36
1352	Thayer College	3	3	4	0	14	6	4	1	1	1	1	1	1	1	1	1	1	1	4	37
1353	William Jewell College	5	5	5	84	10	8	11	11	6	6	6	6	6	6	6	6	6	6	4	36
1354	St. Joseph College	11	9	2	63	10	8	11	11	6	6	6	6	6	6	6	6	6	6	4	40
1355	College of the Christian Brothers	20	14	6	34	17	6	6	5	5	5	5	5	5	5	5	5	5	5	4	40
1356	St. Louis University	20	15	0	0	15	3	0	0	1	0	0	7	1	0	7	1	3	0	0	40
1357	Washington University	15	15	0	32	7	0	0	0	0	0	0	7	1	0	7	1	3	0	0	40
1358	Drury College	5	5	5	0	0	3	5	0	0	0	0	7	1	0	7	1	3	0	0	40
1359	Duane College	3	3	0	48	9	2	0	0	0	0	0	5	3	3	3	3	3	3	0	40
1360	University of Nebraska	6	6	0	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	40
1361	Nebraska College	10	7	3	0	4	1	1	1	1	1	1	1	1	1	1	1	1	1	0	40
1362	Partmouth College	20	13	1	6	265	73	73	69	48	48	48	48	48	48	48	48	48	48	0	40
1363	Burlington College	3	3	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	40
1364	Kattgers College	13	11	2	0	178	38	24	39	25	12	12	12	12	12	12	12	12	12	0	40
1365	College of New Jersey	19	19	9	407	89	97	113	77	77	77	77	77	77	77	77	77	77	77	0	40
1366	Selon Hall College	12	20	2	60	18	16	16	16	16	16	16	16	16	16	16	16	16	16	0	40
1367	Alfred University	13	12	10	114	20	10	10	5	6	5	2	15	7	15	3	4	3	0	7	63
1368	Alfred University	13	12	10	114	20	10	10	5	6	5	2	15	7	15	3	4	3	0	7	63
1369	Alfred University	13	12	10	114	20	10	10	5	6	5	2	15	7	15	3	4	3	0	7	63
1370	Alfred University	13	12	10	114	20	10	10	5	6	5	2	15	7	15	3	4	3	0	7	63
1371	St. Bonaventure's College	5	5	20	0	42	13	11	8	10	10	10	10	10	10	10	10	10	10	4	39
1372	St. Stephen's College	7	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	44
1373	Wells College	12	11	1	1	76	2	8	9	9	9	9	9	9	9	9	9	9	9	51	40
1374	Brooklyn Collegiate and Polytechnic Institute	11	0	0	136	91	28	8	13	4	4	4	4	4	4	4	4	4	4	0	40
1375	St. Francis College*	14	14	0	215	55	25	75	60	60	60	60	60	60	60	60	60	60	60	4	40
1376	St. John's College	6	6	0	136	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	42
1377	Canisius College	16	12	4	141	11	11	11	11	11	11	11	11	11	11	11	11	11	11	6	42
1378	St. Joseph's College	13	13	2	60	12	3	3	3	3	3	3	3	3	3	3	3	3	3	4	44
1379	St. Lawrence University	6	7	2	1	46	6	1	1	3	2	5	4	3	2	5	4	3	2	0	36
1380	Hamilton College	13	12	8	139	34	30	34	40	40	40	40	40	40	40	40	40	40	40	4	40

a Partially.

* From Report of Commissioner of Education for 1873.

[illegible]

d 2 partially.

c Building not completed, and classes not yet organized.

* From Report of Commissioner of Education for 1873.

a For students in scientific departments see Table X.

	12 ^a	12 ^b	0	47	14	23	71	3	(c)				0	0	275	4	40
230 East Tennessee University	5	5	0	94	16	39	21	18								4	40
237 Cumberland University	4	4	2	49	11	16	3	4	5							4	40
238 Bethel College	4	6		43	6	21	5	5	12						15	4	40
239 Maryville College	15	11	4	61	18	21	6	1								4	40
240 Christian Brothers' College, ^b	4	4		10	2	3	2	2	6							4	40
241 Mosheim Male and Female Institute	4	4	1	10	2	3	2	2	6						2	4	40
242 Central Tennessee College	8	7	1													4	36
243 Fisk University	6	6	0	12	4	0	0	0	2						0	4	37
244 University of Nashville	10	10	0	30												4	40
245 Vanderbilt University ^d	9	9		135												4	40
246 University of the South	4	4		33	12	8	5	6								4	40
247 Hwassee College	4	4	0	112												4	40
248 Texas Military Institute	7	7		26	6	2	0	0								4	42
249 St. Joseph's College	9	9	2	0	69	13	5	5								4	40
250 University of St. Mary	4	4	0	66	51	13	5									4	40
251 Texas University	4	4	0													4	40
252 Henderson College ^e	5		0													4	40
253 Anduin College	5		62	81												3	5
254 Baylor University	5	5														4	40
255 Salado College	5	5	0	47	10	12	5	4	2							4	40
256 Trinity University	10	10	0	203	38	37	27	19	1	7						4	40
257 Waco University	10	10	0	130	39	18	23	13	4	9						4	40
258 Waco University	5	5	0	0	23	8	2	1	2							4	40
259 Marvin College	9	8	1	87	24	4	17	3	9	3					15	4	39
260 University of Vermont	5	5	5	54	32	15	14	16	7							4	38
261 Middlebury College	5	5	1	22		1			13	5						4	36
262 Norwich University, (military)	11	11	0	233												4	35
263 Randolph Macon College	15	15	0	362												4	35
264 University of Virginia	7	7	0	84	20	22	13	23								4	40
265 Emory and Henry College	5	5	0	86	26	24	10	15								4	40
266 Hampden Sidney College	13	13	2	186												4	40
267 Washington and Leo University	7	7	0	168												4	40
268 Belmont College	5	5	0	120	35	35	30									4	40
269 Tennessee College	4	4		123	41	0	13	0	18	0					15	4	37
270 College of William and Mary	9	9														4	38
271 Bethany College	5	5	0	47	22	11	0	6	(c)							4	40
272 West Virginia College	5	5	0	80	4	2	5	3	15	12	6	3	6	5		4	40
273 Lawrence University	7	7	0	65	21	0	28	0	3	0	0	0	0	0	30	4	38
274 Beloit College	8	8	0	55	11	2	9	3	2	0	0	0	0	0		4	39
275 Galesville University	7	7	0	229	12	1	14	1	10	3	12	1	(c)			4	33
276 University of Wisconsin	18	18	0	59	14	5	12	4	3	6	8	10	6	1	3	1	4
277 Milton College	5	5		160	50		40									4	39
278 St. John's College	14	14	0	80	50		35	20								4	42
279 Racine College	7	7	1	75	19	5	3	10	5	8	7	10	5	8		4	38
280 Ripon College	7	7	0	50	20	20										4	39
281 Pilo Novo College ^e	5	5		25	14		4									4	42
282 Northwestern University	6	6		25	14	4		2								4	40

^f 2 partially.
^g 4 partially.

^c For students in scientific departments, see Table X.
^d Buildings not completed; departments to be opened October, 1875.
^e Every tenth student is allowed tuition free.

^a From Report of Commissioner of Education for 1873.
^b Suspended until completion of new buildings.
^c Partially.

TABLE IX.—Statistics of universities and colleges for 1874, &c.—Continued.

Number.	Name.	Collegiate department.																										No. of years in collegiate course.	No. of weeks in scholastic year.
		Corps of instruction.				Whole number of students.	Students in classical course.								Students in scientific course.														
		No. of faculty.	No. of resident professors and instructors.	No. of non-resident professors and instructors.	No. of endowed professors.		Freshman.		Sophomore.		Junior.		Senior.		Freshman.		Sophomore.		Junior.		Senior.		No. of post-graduates.	No. of fellowships.	No. of scholarships.				
							Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				Male.	Female.		
1		12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37		
234	Georgetown College	21	16	3	1	47	15	11	8	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	4	43
335	Columbian University*	11	.....	.....	.....	40	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	44
336	Gonzaga College*	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	36
337	Howard University	5	5	0	0	28	3	0	10	0	9	1	4	0	.....	.....	.....	.....	.....	.....	.....	.....	1	0	0	4	39
338	National Deaf-Mute College	9	7	1	.....	29	7	.....	5	.....	5	3	.....	.....	10	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
339	Colorado College	4	4	.....	.....	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	42
340	Evans University	3	3	.....	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
341	University of Deseret	4	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
342	Washington Territorial University	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
343	Holy Angels' College	3	.....	.....	.....	56	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40

* From Report of Commissioner of Education for 1873.

TABLE IX.—Statistics of universities and colleges for 1874, &c.—Continued.

Number.	Name.	Cost of—		Volumes in library.			Property, income, &c.						Date of next commencement.
		Tuition per annum.	Board per month.	Number in college library.	Number in society libraries.	Increase in the past year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fee.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship-funds.	
		38	39	40	41	42	43	44	45	46	47	48	49
1	Southern University*	\$70	\$10-18	2,000	.....	.....	\$90,000	\$51,000	\$4,000	.....	.....	.....	July 1.
2	Howard College	50-100	10	1,100	800	0	60,000	0	0	\$8,500	.....	.....	June 17.
3	Spring Hill College*	a300	.....	5,000	.....	.....	120,000	.....	.....	.....	.....	.....	October 1.
4	Tallahassee College*	9	10	0	.....	.....	50,000	.....	.....	.....	.....	.....	July 7.
5	University of Alabama	50	16	4,000	.....	500	120,000	300,000	24,000	1,500	0	0	.....
6	Cane Hill College	22-52	.....	100	.....	.....	5,000	.....	.....	2,000	.....	.....	.....
7	St. John's College of Arkansas	50	15-18	100	300	.....	100,000	18,000	1,800	.....	.....	.....	June 24.
8	Missionary College of St. Augustine	60-100	30	1,200	300	100	60,000	0	0	a30,000	0	0	June 3.
9	St. Vincent's College	a240	.....	1,000	.....	.....	11,520	.....	.....	.....	.....	.....	.....
10	University of California	Free	16-30	11,000	0	.....	500,000	(6)	0	0	24,193	0	June 9.
11	St. Mary's College	a250	.....	3,000	.....	.....	200,000	0	0	55,000	0	0	June 3.
12	University College*	.....	.....	2,500	.....	.....	.....	.....	.....	.....	.....	.....	June 1.
13	Franciscan College	a200	.....	12,000	1,500	.....	100,000	0	0	0	0	0	August 9.
14	Santa Clara College	a350	.....	1,000	.....	.....	35,000	40,000	3,000	4,800	.....	.....	June 11.
15	University of the Pacific	50	20	1,000	900	.....	58,000	.....	.....	.....	.....	.....	August 17.
16	College of Our Lady of Guadalupe	.....	.....	.....	1,000	100	.....	.....	.....	.....	.....	.....	May 20.
17	Pacific Methodist College	50	.....	20	.....	.....	.....	.....	.....	.....	.....	.....	June 2.
18	California College	50-60	16-20	2,000	.....	.....	40,000	.....	.....	.....	.....	.....	.....
19	Hesperian College	45-65	20	2,100	.....	300	25,000	20,000	1,000	7,000	0	50,000	July 1.
20	Trinity College	90	18-27	15,000	.....	100	30,000	10,000	16,000	4,500	.....	.....	June 24.
21	Wesleyan University	e75	12-16	24,763	447	.....	700,000	300,000	31,293	0	0	0	July 1.
22	Yale College	115	23	70,000	18,000	5,000	535,700	327,756	37,066	61,727	0	106,217	July 1.
23	Dalhousie College	60	13-16	6,000	4,000	.....	50,000	528,612	4,980	900	3,000	0	June 16.
24	University of the State of Georgia	40-75	12-30	15,000	4,000	1,500	224,000	369,000	29,329	8,500	8,000	0	Aug. 1st Wed.
25	Atlanta University	18	10	2,500	.....	.....	100,000	.....	.....	200	.....	.....	June 24.

* From Report of Commissioner of Education for 1873.

b State endowment of \$50,000 per annum recently completed; income from national endowment for the year, \$19,560.

c Tuition in most cases free.

	12-14	8,000	5,000	*150,000	*150,000	*15,000	90	*17,000	June, 4th Wed.
54 Wabash College	24	5,000	120	70,000	0	0	0	1,000	September 1.
55 Concordia College	16	5,000	1,000	40,000	0	0	0	0	June.
56 Fort Wayne College	24	2,000	1,000	40,000	43,000	3,000	2,000	90,000	June 16.
57 Franklin College	12	2,000	1,000	200,000	100,000	15,000	0	0	June 24.
58 Indiana Asbury University	16-25	8,000	3,000	145,000	100,000	7,600	1,500	24,000	June 17.
59 Hanover College	14-16	4,300	2,700	22,000	25,000	2,200	837	0	June 10.
60 Hartsburg University	8-14	700	85	200,000	300,000	30,000	0	0	June 18.
61 Northwestern Christian University	14	4,000	2,000	560,000	100,000	6,500	0	0	June 3.
62 North-western Christian University	30	4,000	2,000	43,000	8,351	882	3,205	0	June 17.
63 Moore's Hill College	12-16	15,000	5,000	150,000	53,000	7,000	6,000	0	June 30.
64 University of Notre Dame du Lac	13-16	3,000	1,200	25,000	13,000	900	1,200	0	June 10.
65 Earlham College	12	6,000	300	10,000	0	0	0	0	July 4.
66 Ridgeville College	15	6,000	650	25,000	13,500	1,750	12,500	0	June 24.
67 St. Meinrad's College	10-30	2,250	581	120,000	15,000	1,500	0	0	June 15.
68 St. Bonaventure's College	42	2,550	581	20,000	15,000	1,500	1,951	0	June 30.
69 Burlington University	Free	7	2,550	50,000	20,000	3,500	3,500	0	June 9.
70 Norwegian Luther College	14	2,000	800	50,000	20,000	3,500	1,500	0	June 24.
71 University of Des Moines	15	1,000	50	84,518	74,589	7,000	1,500	7,032	June 30.
72 Upper Iowa University	8-10	4,500	1,500	100,000	0	0	0	0	June 23.
73 Iowa College	3-15	2,000	0	40,000	55,000	4,500	3,000	0	June 9.
74 Humboldt College	12-16	7,000	200	250,000	20,000	20,000	52,300	0	June 30.
75 Simpson Centenary College	15	7,000	0	15,000	21,000	53,535	0	0	June 16.
76 Iowa State University	12-16	1,600	1,200	54,500	40,000	4,000	7,000	0	June 24.
77 German College	10-16	4,500	1,500	65,000	40,000	1,500	3,500	0	June 10.
78 Iowa Wesleyan University	30	1,000	60	50,000	50,000	3,500	2,700	0	June 30.
79 Cornell College	8-16	1,000	60	60,000	50,000	3,500	3,500	0	June 30.
80 Oskaloosa College	12	500	100	23,000	41,000	3,500	2,600	0	June 30.
81 Penn College	6-10	3,450	500	200,000	10,300	721	1,295	0	June 11.
82 Central University of Iowa	11	1,000	500	15,000	11,000	1,100	0	0	June 10.
83 Whitier College	12	700	1,000	100,000	13,235	455	2,551	9,250	Sept. 1st Wed.
84 Taylor College	16	5,000	100	70,000	31,000	3,750	0	0	Sept. 1st Mon.
85 Western College	12	2,000	100	20,000	19,000	1,350	0	0	June 3d Wed.
86 St. Bonard's College	12-16	2,500	30	30,000	25,000	2,000	0	0	June 1.
87 Baker University	30	2,000	100	20,000	10,300	721	1,295	3,500	June 10.
88 Highland University	14	5,000	100	15,000	11,000	1,100	0	0	June 16.
89 Lane University	20	2,000	1,000	70,000	31,000	3,750	0	0	Sept. 1st Wed.
90 State University	16	1,500	100	91,000	19,000	1,350	0	0	Sept. 1st Mon.
91 St. Mary's College	20	2,000	100	70,000	31,000	3,750	0	0	June 3d Wed.
92 Washburn College	8-9	1,500	100	91,000	19,000	1,350	0	0	June 1.
93 Berea College	20	2,000	1,000	70,000	31,000	3,750	0	0	June 10.
94 Coe College	15-20	4,400	3,000	75,000	13,000	1,300	0	0	June 17.
95 Centro College	30	1,500	300	40,000	0	0	0	0	June 11.
96 Emme College	20	3,000	4,500	100,000	45,400	3,600	0	0	June 10.
97 Kentucky Military Institute	100	3,000	300	75,000	13,000	1,300	0	0	June 16.
98 Georgetown College	50	2,000	1,000	100,000	45,400	3,600	0	0	June 2d Wed.
99 Kentucky Wesleyan University	20-25	10,000	600	40,000	150,000	5,000	0	0	June 11.
100 Kentucky Wesleyan University	40	124	100	70,000	150,000	5,000	0	0	June 3d Thurs.
101 Concord College	16	1,000	800	20,000	91,000	5,460	13,000	0	June 10.
102 Central University	20	1,000	800	20,000	91,000	5,460	13,000	0	June 10.
103 Beloit College	60	1,000	800	20,000	91,000	5,460	13,000	0	June 10.
104 St. Mary's College	60	1,000	800	20,000	91,000	5,460	13,000	0	June 10.

b Including tuition.

a Including board.

* From Report of Commissioner of Education for 1873.

TABLE IX.—Statistics of universities and colleges for 1874, &c.—Continued.

Number.	Name.	Cost of—		Volumes in library.			Property, income, &c.						Date of next com- mencement.
		Tuition per annum.	Board per month.	Number in college library.	Number in society libra- ries.	Increase in the past year.	Value of grounds, build- ings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	Receipts for the last year from State appropria- tion.	Aggregate amount of scholarship-funds.	
		38	39	40	41	42	43	44	45	46	47	48	49
182	Hobart College.....	\$50	\$16-20	11,970	.....	120	\$67,862	\$249,814	\$13,244	\$635	\$0	\$40,872	June 17.
183	Madison University.....	30	10-20	10,000	.....	.....	102,500	344,395	20,199	4,743	.....	43,700	June 16.
184	Cornell University.....	60	15-30	40,000	.....	.....	700,000	1,133,999	83,635	19,559	32,000	0	June 17.
185	Ingham University.....	20-60	20	4,000	600	0	75,000	0	0	9,000	.....	0	June 17.
186	College of the City of New York.....	60	.....	18,000	1,500	800	275,000	.....	.....	21,519	.....	0	June 26.
187	College of St. Francis Xavier.....	100	.....	12,000	4,000	150	228,000	.....	.....	9,000	.....	0	Sept., 1st Mon.
188	Columbia College.....	100	.....	16,985	.....	621	747,350	4,413,652	199,616	656,295	150,000	0	June 30.
189	Manhattan College.....	60	24	6,500	0	0	345,000	0	.....	.....	.....	0	June 28.
190	Rutgers Female College.....	200	.....	5,000	.....	.....	150,000	.....	.....	.....	.....	0	June 18.
191	University of the City of New York.....	Free	.....	3,297	1,397	322	500,000	200,000	12,000	0	0	5,000	July 22.
192	Vassar College.....	100	30	8,639	.....	635	647,347	281,000	19,679	50,224	0	56,000	June 23.
193	University of Rochester.....	75	15-30	11,400	0	271	335,274	170,000	10,000	7,000	0	0	June 30.
194	Union College.....	43	10-20	12,000	6,000	200	200,000	405,000	22,000	6,735	0	100,000	June 21.
195	Syracuse University.....	60	18-22	7,500	0	300	300,000	250,000	19,478	3,808	0	0	June 21.
196	University of North Carolina.....	70	.....	15,000	15,000	.....	150,000	0	.....	0	0	0	June, last Thurs.
197	Davidson College.....	10-40	10-15	3,000	6,000	375	150,000	90,000	7,000	6,000	0	10,000	January 6.
198	Rutherford College.....	40	10	3,000	200	.....	4,000	.....	.....	1,400	.....	.....	May, last Thurs.
199	North Carolina College.....	.....	10	850	800	1,000	50,000	.....	.....	2,075	.....	.....	June 10.
200	Trinity College.....	70	14	10,000	.....	.....	50,000	0	0	.....	0	0	June 10.
201	Wake Forest College.....	30	.....	1,000	8,000	500	20,000	20,000	1,600	4,500	0	0	June 30.
202	Bethel College.....	30	8-13	7,500	700	.....	230,000	40,000	2,400	3,000	0	20,000	June 10.
203	Ohio University.....	30	.....	10,000	.....	.....	50,000	70,000	4,202	2,448	0	0	June 30.
204	Baldwin University.....	.....	.....	500	.....	.....	44,500	24,300	3,300	.....	.....	3,000	June 17.
205	German Wallace College.....	6	7-14	500	400	0	43,703	37,000	3,566	82	0	24,930	June 17.
206	McCorle College.....	35	11	76	.....	.....	8,000	7,769	640	.....	.....	0	June 30.
207	Cincinnati University.....	Free	.....	14,500	.....	320	170,000	.....	.....	639,174	0	0	June 24.
208	Mt. St. Mary's of the West.....	6130	.....	.....	6	.....	.....	29,424	0	12,000	0	0	.....

	60	16,000	3,000	250	150,000	4,000	11,000	0	September 6.
209 St. Xavier College	20	2,000	.....	.....	20,000	67,000	.....	.....	.....
210 Farmers' College of Hamilton County	30	2,000	.....	.....	100,000	.....	.....	.....	.....
211 Capital University*	30	10,000	.....	.....	177,000	234,000	15,000	.....	.....
212 Ohio Wesleyan University	30	12-16	9,450	.....	160,000	100,000	7,000	40,000	.....
213 Kuylen College	30	10-17	10,000	500	90,000	130,000	11,000	0	.....
214 Denison University	34	8-10	7,000	.....	25,000	30,000	3,000	10,500	.....
215 Hiram College	33	14-16	1,800	200	90,000	207,000	13,133	.....	.....
216 Western Reserve College	30	12	5,000	.....	15,000	.....	.....	.....	.....
217 Ohio Central College	30	12	1,100	1,000	150,000	115,000	.....	38,000	.....
218 Marietta College	38	8-14	14,700	.....	10,000	.....	.....	.....	.....
219 Mt. Union College	38	12-14	3,700	.....	22,000	.....	.....	.....	.....
220 Franklin College*	40	10	6,000	300	100	.....	1,650	.....	.....
221 Muskingum College	30	12	10,000	500	170,000	115,000	8,000	.....	.....
222 Oberlin College	18	10	2,000	.....	25,000	.....	1,370	.....	.....
223 Richmond College	30	10-12	200	.....	25,000	.....	3,000	.....	.....
224 One Study University	30	10	6,000	200	.....	.....	3,500	.....	.....
225 Wittenberg College	30	13	2,000	.....	40,000	50,000	1,050	.....	.....
226 Heidelberg College	60	18	5,000	.....	75,000	50,000	3,500	.....	.....
227 Urbana University	34	8-10	1,000	500	.....	.....	3,000	.....	.....
228 Otterbein University	30	12-15	350	.....	75,000	50,000	.....	.....	.....
229 Geneva College	30	10-16	3,000	.....	75,000	.....	.....	.....	.....
230 Willoughby College	39	10-16	500	.....	50,000	.....	.....	.....	.....
231 Wilmington College	15	13-20	3,000	500	140,000	.....	.....	.....	.....
232 University of Wooster	15	6-10	4,000	.....	72,930	20,000	2,141	.....	.....
233 Wilberforce University	36	18	300	.....	25,000	.....	2,500	.....	.....
234 Xenia College	37	10-16	5,000	700	80,000	103,000	9,888	.....	.....
235 Andover College	30	20	.....	.....	7,000	.....	1,500	5,000	.....
236 Corvallis College	30	.....	.....	.....	.....	.....	.....	.....	.....
237 Oregon State University d	30	20	.....	.....	10,000	65,000	2,400	.....	.....
238 Pacific University	44	14	75	.....	5,000	.....	2,300	.....	.....
239 McMinnville College	40	14-16	200	0	30,000	20,000	1,600	.....	.....
240 Christian College	27	10-12	130	12	15,550	16,000	927	.....	.....
241 Philomath College	45	20	500	.....	131,000	38,000	5,001	.....	.....
242 Willamette University	40	15	1,200	.....	125,000	43,000	2,540	.....	.....
243 Multnomah College	40	15	600	.....	63,000	0	4,300	.....	.....
244 Lebanon Valley College	6	12-16	7,715	19,566	463	200,000	11,500	.....	.....
245 Dickinson College	40	12-16	1,200	.....	100,000	.....	.....	.....	.....
246 Pennsylvania Military Academy	40	12-16	5,700	.....	662,000	.....	.....	.....	.....
247 Lafayette College	45-75	12-22	4,000	1,200	.....	24,000	7,250	.....	.....
248 Ursinus College	40 and 43	14	4,000	.....	30,000	.....	3,500	.....	.....
249 Pennsylvania College	50	13	7,400	500	100,000	140,000	5,700	.....	.....
250 Thiel College	40	13	2,500	1,400	30,000	22,200	2,152	.....	.....
251 Haverford College	44-55	6	6,293	733	150,000	91,200	620,013	.....	.....
252 Franklin and Marshall College*	39	17	3,000	8,000	90,000	85,000	720	.....	.....
253 St. Vincent's College	6180	13,000	.....	.....	.....	.....	.....	.....	.....
254 University at Lewisburg	36	14	5,300	500	220,000	130,000	8,500	.....	.....
255 St. Francis College*	200	20	3,500	.....	190,000	6,000	2,500	.....	.....
256 Lincoln University*	.....	.....	.....	.....	125,000	.....	14,000	.....	.....
257 Allegheny College	Free	16	12,000	2,000	141,700	150,000	6,885	.....	.....

* From Report of Commissioner of Education for 1873.

c Receipts from all other sources.

d Buildings not completed and classes not yet organized.

b Including board.

a Also 8,000 pamphlets.

	30 and 36	10	3, 039	950	125	130,000	336,000	22,000	2,925	223,390	0	June 16.
256	East Tennessee University.....	13-20	3,000	3,000		20,000			5,000			June 10.
257	Gumberland University.....	10-12	199	147	64	12,000			12,000			June 9.
258	Bethel College.....	8-10	2,000			60,000	13,300	798	2,500			
259	Maryville College.....	18-20	300	120	265	40,000			9,100	0		May.
260	Christian Brothers' College.....	8-10		200		25,000			993			May 21.
261	Moheim Male and Female Institute.....	8-9	800		200	45,000						May 21.
262	Central Tennessee College.....	8-10	1,000			150,000			10,000	0		May, last Thurs.
263	Risk University.....	20	5,000	5,000		300,000			21,800			June 11.
264	University of Nashville.....					150,000						August 5.
265	Vanderbilt University.....	10	5,500	500	500	150,000	50,000	21,000				May 27.
266	University of the South.....	10	1,222		602	12,000						
267	Hwassee College.....	20	1,000	200	100	75,000	0	0	7,500	0		
268	Texas Military Institute.....	20	2,000		150	18,000			3,000			September 1.
269	St. Joseph's College.....	35	300	0	100	150,000	0	0	4,500	0		June 29.
270	University of St. Mary.....	30	325			162,000	0	0	2,070	0		July 13.
271	Texas University.....	15-18										
272	Henderson College.....	12	2,500	500	300	60,000	5,000	500				June, 4th Thurs.
273	Austin College.....	18	1,250		50	35,000	16,000		2,500	0		June 2.
274	Baylor University.....	10				30,000						June 30.
275	Willey University.....	13	0	0	0	60,000	0		5,500	0		June 30.
276	Salado College.....	53	1,500	1,200	300	58,000	15,000	700				June 18.
277	Trinity University.....	40	2,000	350	100	18,000	13,000	1,000	3,500	0		June 24.
278	Waco University.....	15				30,000		0				June 18.
279	Marvin College.....	45	15,524	650	703	242,300	37,172	2,230	3,706	0		July 14.
280	University of Vermont.....	70	12,000			100,000	180,000	12,000	1,000			July 21.
281	Middlebury College.....	14	3,200	500		20,000						July 1.
282	Norwich University, (military).....	10-15	1,000	10,000		70,000	25,000	1,500	11,875	0		June 25.
283	Randolph Macon College.....	10-20	40,000	9,000	0	150,000			7,534	0		July 1.
284	University of Virginia.....	10	4,350	5,000		50,000						June 16.
285	Emory and Henry College.....	8-15	2,000	5,000		135	85,000	5,000				June 10.
286	Hampton Sidney College.....	13-18	10,000	5,000		*150,000	200,000					June 23.
287	Washington and Lee University.....	10-14	4,000	1,700		200,000	75,000	4,500	8,000	0		July 1.
288	Richmond College.....	50	12,000	2,000	2,000	60,000			8,500	0		June, 3d Wed.
289	Ronanoke College.....	10-20	4,500	400	300	60,000	75,000	4,800				June 4.
290	College of William and Mary.....	10-20	2,000	1,500		250,000	60,000	4,500	2,000	0		June 17.
291	Bethany College.....	10	337			15,000						July 13.
292	West Virginia College.....	4-16	3,000	500	200	150,000	110,000	6,600	1,800	18,000		June 17.
293	West Virginia University.....	8-11	7,200	1,500	400	65,000	108,000	8,000	4,600			July 1.
294	Lawrence University.....	37	7,556	500	200	90,000	130,000	1,000	4,130			June 30.
295	Beloit College.....	12	4,500	0	200	20,000	10,000	1,000	1,800	0		June 24.
296	Galesville University.....	12	5,000	800	500	250,000	436,967	34,173	8,716	17,303		June 17.
297	University of Wisconsin.....	7-14	3,200	500	200	35,925	6,000	250	3,425			June 30.
298	Milton College.....	24-32	1,200	0	600	150,000			20,000	0		June, last Thurs.
299	St. John's College.....	24-32	3,500	0	0	175,000			66,587	0		July 7.
300	Racine College.....	24	3,000	3,000		65,000	50,000	4,450	3,500	0		June 30.
301	Ripon College.....	10-14										September 1.
302	Pio Nono College.....	10-12	2,000		100	25,000			1,500			June, last Wed.
303	Northwestern University.....											

c Receipts from all other sources.

d From agricultural college endowment.

e Buildings not completed. Departments to be opened October, 1875.

* From Report of the Commissioner of Education for 1873.

a Including board.

b Suspended until completion of new buildings.

TABLE IX.—Statistics of universities and colleges for 1874, &c.—Concluded.

Number.	Name.	Cost of—		Volumes in library.			Property, income, &c.					Date of next com- mencement.	
		Tuition per annum.	Board per month.	Number in college library.	Number in society libra- ries.	Increase in the past year.	Value of grounds, build- ings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	Receipts for the last year from State appropria- tion.		Aggregate amount of scholarship-funds.
	I	38	39	40	41	42	43	44	45	46	47	48	49
334	Georgetown College.....	\$50	\$36	30,000	3,100	250	\$420,000	\$0	\$0	\$10,000	\$0	\$0	June, last Thurs.
335	Columbian University*.....	60	18	5,750	.....	.....	.....	.....	.....	.....	.....	.....	June, last Wed.
336	Gonzaga College*.....	48	.....	10,000	.....	.....	300,500	.....	.....	.....	.....	.....	Sept., 1st Mon.
337	Howard University.....	12	12	.....	6	0	.....	(b)	(b)	100	0	0	June 17.
338	National Deaf-Mute College.....	6150	.....	1,137	.....	116	(b)	(b)	(b)	(b)	.....	.....	April.
339	Colorado College.....	48	20-30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
340	Evans University.....	45	24	.....	.....	.....	10,000	.....	.....	.....	.....	.....	.....
341	University of Deseret.....	32	25	2,300	.....	95	.....	.....	.....	2,880	2,500	.....	June 18.
342	Washington Territorial University*.....	20-30	16-20	125	.....	.....	50,000	15,000	2,000	.....	.....	.....	June 30.
343	Holy Angels' College.....	.....	.....	500	.....	150	.....	.....	.....	.....	.....	.....	.....

* From Report of Commissioner of Education for 1873.

a Including board.

b Included in the Columbia Institution for the Deaf and Dumb, (see Table XX.)

TABLE IX.—Memoranda.

Northern Illinois College, Fulton, Ill., (see Table VI.) Warrondale College, Georgetown, Ky., (see Table VI.) Jefferson College, St. Michael, La., not in existence; Mt. St. Clement's College, Rochester, Md., (see Table XI.) Calvert College, New Windsor, Md., reopened as New Windsor College, (see Table VI.) Seaside-Broadlands College, Centre Hill, Miss., not in existence; St. Paul's College, Palmyra, Mo., (see St. Paul's Grammar School, Table VI.) Knoxville University, Knoxville, Tenn., not in existence; Union University, Murfreesboro', Tenn., closed and succeeded by Southwestern University at Jackson; Coronal Institute, San Marcos, Tex., (see Table VI.)

Colleges from which no information has been received.

La Grange College, La Grange, Ala.; Potluma College, Potluma, Cal.; St. Ignatius College, San Francisco, Cal.; San Rafael College, San Rafael, Cal.; Washington College, Washington, Conn.; Christ's College, Montpelier, Ga.; Moulton College, Moulton, Ill.; Smithson College, Logansport, Ind.; Parsons College, Cedar Rapids, Iowa; Warren College, Dowling Green, Ky.; College of the Immaculate Conception, New Orleans, La.; Loyola College, Baltimore, Md.; Rosemead College, Pikesville, Md.; Newburyport College of Modern Languages, Newburyport, Mass.; Battle Creek College, Battle Creek, Mich.; Grand Traverse College, Benzonia, Mich.; Jefferson College, Washington, Miss.; Martin Luther College, Buffalo, N. Y.; St. John's College, Fordham, N. Y.; Harlem Springs College, Harlem Springs, Ohio; St. Louis College, Louisville, Ohio; Wilbur College, Wilbur, Oreg.; Mamouides College, Philadelphia, Pa.; Bradyville College, Bradyville, Tenn.; Manchester College, Manchester, Tenn.; Franklin College, Nashville, Tenn.; Woodbury College, Woodbury, Tenn.; St. Mary's College, San Antonio, Tex.; University of Idaho, Boise City, Idaho Ter.

TABLE X.—PART I.—Statistics of schools of science (mining, engineering, agricultural, &c.) for 1874, endorsed by the national land-grant; from replies to inquiries by the United States Bureau of Education.

Number.	Name.	Location.	Date of charter.	Date of organization.	President.	Preparatory department.				Scientific department.									
						Students.		Instructors.	Corps of instruction.	Students.									
						Male.	Female.			First year.	Second year.	Third year.	Fourth year.	Total number in regular course.	Resident professors and instructors.	Non-resident professors and lecturers.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Female.
1	Agricultural and Mechanical College of Alabama.	Auburn, Ala.	1872	1872	Rev. I. T. Tichenor, D. D.	0	3	7	105	37	103	44	0	25	1	17	2	14	0
2	Arkansas Industrial University.	Fayetteville, Ark.	1871	1872	Gen. A. W. Bishop, A. M.	1	105	37	10	0	80	34	8	23	1	16	4	0	0
3	Agricultural, Mining, and Mechanical Arts College, (University of California.)	Oakland, Cal.	1868	1869	Daniel C. Gilman, A. M.	0	0	0	13	0	103	44	0	25	1	17	2	14	0
4	Sheffield Scientific School of Yale College.	New Haven, Conn.	1846		Rev. Noah Porter, D. D., L. L. D.	0	0	0	31	0	206	88		62		56			
5	Agricultural department of Delaware College. ^a	Newark, Del.	1867	1870	William H. Furnell, L. L. D.	0	0	0											
6	Florida State College of Agriculture and Mechanical Arts.	Athens, Fla.	1872	1872	William Le Roy Brown	0	0	11	0		91	40		30		11		10	
7	Georgia State College of Agriculture and Mechanical Arts.	Dalhousie, Ga.	1872	1873	David W. Lewis.	1	204	198	3										
8	Illinois Industrial University.	Urbana, Ill.	1867	1867	John M. Gregory, L. L. D.				25		406	139	42	88	33	61	14	26	3
9	Purdue University, (agricultural college.)	La Fayette, Ind.	1869	1874	A. C. Shorridge.	0	27	0	6	0	19	15		3				1	
10	Iowa State Agricultural College.	Ames, Iowa	1867	1869	A. S. Welch, L. L. D.	0	0	0	16	1	292	116	54	52	25	14	12	14	5
11	Kansas State Agricultural College.	Manhattan, Kans.	1863	1863	John A. Andersen.				15	0	203	53	28	39	30	25	10	12	5
12	Kentucky Agricultural and Mechanical College, (Kentucky University.)	Lexington, Ky.	1865	1866	James K. Patterson, A. M.	1	40		7		140								

^a No separate organization, (see Table IX.)

^b College not yet established.

^a No separate organization, (see Table IX.)^b College not yet established.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Agricultural College, (University of Nebraska.)	Lincoln, Neb.	1869-1872	A. R. Benton, A. M., LL. D., chancellor.																	
College of Agriculture, (University of Nevada.) ^c	Elio, Nev.																			
New Hampshire College of Agriculture and Mechanical Arts, (Dartmouth College.)	Hanover, N. H.	1866-1868	Rev. Asa D. Smith, D. D., LL. D.	0	0	C	13	0	33	14	0	8	0	11	0	0	0	0	0	0
Scientific School of Rutgers College,	New Brunswick, N. J.	1770-1861	Rev. William H. Campbell, D. D., LL. D.	C	0	C	1C	J	52	12	0	26	0	4	0	10	0	0	0	0
College of Agriculture, Mechanic Arts, &c., (Cornell University.)	Ithaca, N. Y.	1865-1868	Hon. A. B. White, LL. D.	0	0	0	(a)	(a)	409	127	10	127	5	74	5	54	3	45	45	45
United States Military Academy Agricultural and Mechanical College, (University of North Carolina.)	West Point, N. Y. Chapel Hill, N. C.	1802 1729-1735	Col. Thos. H. Ruger, U. S. A.				46		278	87		69		57						
Ohio Agricultural and Mechanical College,	Columbus, Ohio.	1870-1870	Edward Orton, A. M.	0	0	0	9	0	49	20		20	4	5						
Corvallis State Agricultural College,	Corvallis, Oreg.	1868-1868	B. L. Arnold	1	20	33	2		54	36		20		4						
Pennsylvania State College.....	State College P. O., Pa.	1854-1859	Rev. James Calder, D. D.	1	72	14	9	0	56	23	2	17	1	9	0	4	0	0	0	0
Agricultural and scientific department, (Brown University.)	Providence, R. I.		Rev. E. G. Robinson, D. D., LL. D.																	
South Carolina Agricultural College and Mechanics' Institute, (Claflin University.)	Orangeburg, S. C.	1872-1874	Rev. Edward Cooke, A. M., D. D.				2		20	20										
Tennessee Agricultural College, (East Tennessee University.)	Knoxville, Tenn.	1869-1869	Rev. Thomas W. Humes, S. T. D.	(a)	83		(a)	(b)	46	19		16		6		5				
Agricultural and Mechanical College of Texas,	Bryan, Tex.																			
University of Vermont and State Agricultural College,	Burlington, Vt.	1865-1865	Matthow H. Buckham, A. M.	0	0	0	7	0	19	2	1	5	2	4	2	3	0			
Virginia Agricultural and Mechanical College,	Blacksburg, Va.	1872-1872	C. L. C. Minor, A. M.	0			7	0												
Hampton Normal and Agricultural Institute,	Hampton, Va.	1870-1872	Rev. George Whipple.	1	27	17	13		193	13	14	64	18	48	36					
Agricultural department of West Virginia University,	Morgantown, W. Va.	1867-1867	Rev. Alex. Martin, D. D.	(a)	23	0	(a)		24	11		9		2						
College of Arts, (University of Wisconsin.)	Madison, Wis.	1848-1866	John Bascom, LL. D.	(a)	28	23	(a)		190	44	25	37	20	25	18	14	7			

* From Report of Commissioner of Education for 1873.
 α See report of university, Table IX.

b No separate organization, (see Table IX.)
c College not yet established.

d Suspended since 1871.

	11	4	0	0	4	36	0	3,436	110	326	231,206	214,875	15,041	23,602	0	November 16, June 21.
20 Michigan State Agricultural College.....					4	38			0							
21 College of Agriculture and Mechanic Arts, (University of Minnesota) ^e				118	0	36	0									
22 College of Agriculture and Mechanic Arts ^e	0		63	0	4	33	0	650		656	12,965	123,159	9,852	50,000	0	June 17, June 23.
23 Alcorn University.....	14	2	0	0	4	40	15	200	0	100	100,000	12,000	12,000	0	0	
24 Missouri Agricultural and Mechanical Col- lege.....	29			0	3	42	20	1,400		200	16,500	725,000	11,500	21,610	0	June 17, June 23
25 Missouri School of Mines and Metallurgy.....					3	39	0									
26 Agricultural College, (University of Ne- braska)																
27 College of Agriculture, (University of Ne- vada) ^d																
28 New Hampshire College of Agriculture and Mechanic Arts, (Dartmouth College.)	0	0	12	33	3	29	30	1,200	200	100	116,000	114,000	6,840	5,000	220	April 15, June 22, June 17.
29 Scientific School of Rutgers College.....	3	0	40	0	4	36	75	5,000	3,800	300		116,000	6,900	0	0	
30 College of Agriculture, Mechanic Arts, &c., (Cornell University.)					4	37	60	(b)			(b)		(b)			September 1.
31 United States Military Academy.....					4	39		25,000								
32 Agricultural and Mechanical College, (Uni- versity of North Carolina) ^g																
33 Ohio Agricultural and Mechanical College.....	10	0	0		6	39	0	1,000	0	1,000	300,000	50,000	30,000	0	500	June 23, June 7, July 20.
34 Corvallis State Agricultural College.....		1	69		6	40					6,000		5,000	0	0	
35 Pennsylvania State College.....					4	40	0	1,500			397,529	500,000	30,000	0	0	
36 Agricultural and scientific department, (Brown University.) ^e																
37 South Carolina Agricultural College and Me- chanics Institute, (Coflin University.)					4	31	0				180,000		12,000			
38 Tennessee Agricultural College, (East Ten- nessee University.)			275		4	40	36	(b)			(b)		(b)		0	June 16.
39 Agricultural and Mechanical College of Texas, University of Vermont and State Agricul- tural College.	4	2	0	15		39	45	(b)			(b)		(b)		0	July 14, August 12, June.
41 Virginia Agricultural and Mechanical College.....			132	0	3	43		500	250	200	49,947	172,000	20,685	15,000	550	
42 Hampton Normal and Agricultural Institute.....	0	3	109		3	36	70	1,268	0	63	163,674	85,500	10,360		0	
43 Agricultural department of West Virginia University.			0	0	4	40	30	(b)			(b)		(b)		0	June 17.
44 College of Arts, (University of Wisconsin).....			0	0	4	38	18	(b)			(b)		(b)		0	June 17.

* From Report of Commissioner of Education for 1873.

a In State scrip worth 20 cents on the dollar.

b See report of university, (Table IX.)

c No separate organization, (see Table IX.)

d College not yet established.

e United States appropriation.

f Also one-fourth proceeds of agricultural land-grant.

g Suspended since 1871.

	24	Scientific department of University of Pennsyl- vania.	15	2	41	40	150											0	June 24.
25	Wagner Free Institute of Science.			0			16,000					300,000						0	July 1.
26	Scientific department of University of Virginia <i>b</i> .																		June 22.
27	Scientific department of Washington and Lee Uni- versity, <i>b</i> .					40	70-85												
28	Virginia Military Institute.		0	12	41	41	100	5,000	1,000	1,000	1,000	350,000	40,000	2,900	15,000	20,000			July 2.
29	New Market Polytechnic Institute.						45-75					41,800	0						
30	Territorial School of Mines.		10									12,000						5,000	

^a From Report of Commissioner of Education for 1873.

^a Classes not organized; buildings to be erected.

^b Reported with classical department, (see Table IX.)

^c Not fully organized.

^c Apparatus.

Memoranda.

Brooklyn Collegiate and Polytechnic Institute, Brooklyn, N. Y., (see Tables VI and IX.) Lehigh University, South Bethlehem, Pa., (see Table IX.)

TABLE XI.—Statistics of schools of theology for 1874; from replies to inquiries by the United States Bureau of Education.

Number.	Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.			Number of students.				
							Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.	In regular course.	Resident graduates.	Present students who have received a degree.	Graduates at the commencement of 1874.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	
1	Howard College School of Theology.....	Marion, Ala.....	1833-1834	1833-1834	Baptist.....	Col. J. T. Murfee.....	1	—	—	0	0	0	0	
2	Pacific Theological Seminary.....	Oakland, Cal.....	1869-1869	1869-1869	Cong.....	Rev. J. A. Benton, D. D., (senior professor.)	3	4	—	2	8	4	1	
3	Theological Seminary of San Francisco.....	San Francisco, Cal.....	1869-1869	1869-1869	Presb.....	Prof. W. Alexander, D. D.....	4	—	—	—	—	—	—	
4	Theological Institute of Connecticut.....	Hartford, Conn.....	1833-1834	1833-1834	Cong.....	Prof. Wm. Thompson, D. D., (senior professor.)	4	0	4	19	—	—	5	
5	Berkeley Divinity School.....	Middletown, Conn.....	1854-1851	1854-1851	P. Epis.....	Bishop J. Williams, D. D., LL. D., (dean)	5	1	—	36	36	20	—	
6	Theological department of Yale College.....	New Haven, Conn.....	1745-1822	1745-1822	Cong.....	Rev. Noah Porter, D. D., LL. D.....	7	1	—	99	4	93	22	
7	Augusta Institute.....	Augusta, Ga.....	1869	1869	Baptist.....	Rev. Jos. T. Robert, LL. D.....	2	0	0	60	0	0	0	
8	Theological department of Shurtleff College.....	Alton, Ill.....	1835-1862	1835-1862	Baptist.....	Rev. A. A. Kendrick, D. D.....	3	—	—	8	—	—	3	
9	Theological department of Blackburn University.....	Carlinville, Ill.....	1836-1867	1836-1867	Presb.....	—	—	—	—	—	—	—	—	
10	Baptist Union Theological Seminary.....	Chicago, Ill.....	1865-1867	1865-1867	Baptist.....	Rev. G. W. Northrup, D. D.....	5	—	—	56	4	20	8	
11	Chicago Theological Seminary.....	Chicago, Ill.....	1855-1854	1855-1854	Cong.....	Rev. G. S. F. Savage, D. D., (secretary)	7	0	5	44	—	18	14	
12	Presbyterian Theological Seminary of the Northwest.....	Chicago, Ill.....	1857-1859	1857-1859	Presb.....	Prof. Leroy J. Halsey, D. D., (secretary of faculty.)	6	0	4	25	1	0	6	
13	Biblical department of Eureka College.....	Eureka, Ill.....	1855-1864	1855-1864	Christian.....	A. M. Weston, A. M.....	6	0	0	32	1	2	4	
14	Garrett Biblical Institute.....	Evansston, Ill.....	1855-1856	1855-1856	M. Epis.....	Rev. F. D. Hemenway, D. D., (secretary)	5	10	4	74	—	25	4	
15	Warburg Seminary.....	Mendota, Ill.....	1854	1854	Lutheran.....	Rev. G. Grossmann.....	3	0	1	33	—	—	—	
16	Augustana Theological Seminary.....	Paxton, Ill.....	1853-1863	1853-1863	Lutheran.....	Rev. T. N. Hasselquist, D. D.....	3	—	—	12	—	—	8	
17	Jubilee College*.....	Robinson, Ill.....	1847-1841	1847-1841	P. Epis.....	Rev. H. J. Whitehouse, D. D., LL. D.....	1	—	—	8	—	—	—	
18	German Presbyterian Theological School of the Northwest.....	Dubuque, Iowa.....	1871-1870	1871-1870	Presb.....	Rev. Jacob Conzett.....	2	2	—	—	—	—	—	
19	Swedish Lutheran Mission Institute.....	Keokuk, Iowa.....	1874-1873	1874-1873	(Swed.) Luth.....	Rev. Charles Anderson.....	2	1	0	45	—	—	—	
20	Department of theology of Iowa Wesleyan University.....	Mt. Pleasant, Iowa.....	1855	1855	M. Epis.....	Rev. John Wheeler, D. D.....	—	—	—	—	—	—	—	
21	St. Joseph's College.....	Dardstown, Ky.....	1829-1819	1829-1819	R. C.....	Rev. M. M. Coghan.....	5	0	0	96	—	—	0	

22	Danville Theological Seminary.	Danville, Ky.	1854 1853	Presb.	Rev. Stephen Yerkes, D. D.	4	11	10	1
23	Western Baptist Theological Institute.	Georgetown, Ky.	1840	Baptist	Rev. Basil Manly, Jr., D. D.	2	22		
24	Bible College of Kentucky University.	Lexington, Ky.	1855 1865	Christian	Rev. Robert Milligan, A. M.	2	43		6
25	Theological School of Bethel College.	Russellville, Ky.	1868 1868	Baptist	Rev. W. W. Gardner, D. D.	1	17		
26	Biblical department of New Orleans University.	New Orleans, La.	1873 1873	Methodist	Rev. I. S. Leavitt, A. M.		24		
27	Angor Theological Seminary.	Bangor, Me.	1814 1818	Cong.	Rev. Enoch Pond, D. D.	4	0	4	14
28	Theological School of Bates College.	Lewiston, Me.	1863 1870	Free Bapt.	Rev. O. B. Cheney, D. D.	4	22	10	
29	St. Mary's Theological Seminary of St. Sulpice.	Baltimore, Md.	1860 1791	R. C.	Very Rev. J. P. Dineen, D. D.	6	30	12	20
30	Theological department of Mt. St. Mary's College.	Emmitsburg, Md.	1808	R. C.	Rev. John McCloskey	3	0	14	6
31	Mt. St. Clement's College.	Holchester, Md.	1808	R. C.	Rev. George Ruland	12	2	148	
32	Woodstock College.	Woodstock, Md.	1867 1868	R. C.	Rev. A. M. Faresen, S. J.	12	105		
33	Andover Theological Seminary.	Andover, Mass.	1807 1808	Cong.	Rev. John L. Taylor	7	7	53	22
34	Divinity School of Harvard University.	Boston, Mass.	1869 1847	M. Epis.	Rev. James E. Lathrop, S. T. D., (dean)	10	3	87	41
35	Divinity School of Harvard University.	Cambridge, Mass.	1850 1846	Unitarian	Charles W. Eliot, L. L. D.	6	0	4	20
36	Episcopal Theological School.	Cambridge, Mass.	1867 1867	P. Epis.	Rev. John S. Stone, D. D., (dean)	4	0	19	8
37	Truist College Divinity School.	Cambridge Hill, Mass.	1852 1869	Universalist	Rev. A. A. Miner, D. D.	3	4	2	5
38	Newton Theological Institution.	Newton Centre, Mass.	1820 1835	Baptist	Rev. Alvan Hovey, D. D.	3	1	70	11
39	New Church Theological School.	Waltham, Mass.	0 1866	N. J. Church.	Rev. Thomas Worcester	3	1	55	26
40	Theological department of Adrian College.	Adrian, Mich.	1839	Methodist	Rev. G. B. McElroy, D. D.	1	1	24	
41	Theological department of Hillsdale College.	Hillsdale, Mich.	1872 1870	Free-Will B.	Rev. D. W. C. Durgin, A. M.	4	2	53	12
42	Seabury Divinity College.	Faribault, Minn.	1860 1860	P. Epis.	Right Rev. H. B. Whipple, D. D.	5	2	0	0
43	Augustine Seminary.	Minneapolis, Minn.	1874 1869	L. Evang.	Rev. A. Weenans, A. M.	4	2	16	6
44	St. John's Theological Seminary.	St. Joseph, Minn.	1857 1856	R. C.	Rev. Alexius Edelbrock, O. S. B.	3	92	10	
45	Bishop Green Associate Mission and Training School.	Dry Grove, Miss.	0 1870	P. Epis.	Rev. William K. Douglas	1	2	9	1
46	St. Vincent's College, (theological department.)	Cape Girardeau, Mo.	1843 1814	R. C.	Very Rev. Antony Verrina, C. M.	15	1	157	3
47	Theological School of Westminster College.	Fulton, Mo.		Presb.	Rev. W. R. Rothwell, D. D.	4	2	47	
48	Vanderham School of Theology, (William Jewell College.)	Liberty, Mo.	1863	Baptist	Prof. C. F. W. Walther	6		150	44
49	German Evangelical Lutheran Concordia College.	St. Louis, Mo.	1853 1839	Evang. Luth.	Rev. John McManara, D. D.	2	3	0	0
50	Divinity School of Nebraska College.	Nebraska City, Nebr.	1868 1865	P. Epis.	Rev. Charles E. Knox	4	2	0	1
51	German Theological School of Newark.	Bloomfield, N. J.	1871 1869	Presb.	Rev. John F. Hurst, D. D.	8	10	5	8
52	Drew Theological Seminary.	Madison, N. J.	1867 1867	M. Epis.	Prof. David D. Demarest, (secretary)	4	1	38	13
53	Theological Seminary of the Reformed Church in America.	New Brunswick, N. J.	1770 1784	Ref. Church in America.	Rev. Charles Dodge, D. D., L. L. D., (senior professor)	7	6	114	6
54	Theological Seminary of the Presbyterian Church at Princeton.	Princeton, N. J.	1822 1812	Presb.	Prof. Ezra A. Huntington, (librarian)	5	5	46	103
55	Theological Seminary of Auburn.	Auburn, N. Y.	1830 1821	Presb.	Rev. T. De Witt Talnage, D. D.	4	1	10	43
56	Tabernacle Free College.	Brooklyn, N. Y.	1868 1854	Cong.	Rev. J. An. A. Grabau	4	1	10	6
57	Martin Luther College, (theological department.)	Buffalo, N. Y.	1856 1858	Universalist	Rev. Ebenezer Fisher, D. D.	3	0	3	
58	Theological department of St. Lawrence University.	Canton, N. Y.		P. Epis.	Rev. James Rankine, D. D.	3	1	2	
59	De Lancey Divinity School.	Geneva, N. Y.	0 1860	P. Epis.	Rev. James Rankine, D. D.	3	1	2	2

* From Report of the Commissioner of Education for 1874.

TABLE XI.—Statistics of schools of theology for 1874, &c.—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.			Number of students.			
							Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.	In regular course.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1874.
	1	2	3	4	5	6	7	8	9	10	11	12	13
60	Hamilton Theological Seminary	Hamilton, N. Y.	1819 1820		Baptist	Rev. Ebenezer Dodge, D. D., LL. D., (senior professor.)	4	1	1	42	32		15
61	Hartwick Seminary	Hartwick Seminary, N. Y.	1816 1815		Lutheran	Rev. P. Bergstresser, A. M.	2	1	1	4			
62	Newburgh Theological Seminary	Newburgh, N. Y.	1835 1822		United Pres. church, N. A.	James Harper, (acting)	2	1	2	17	0	17	4
63	General Theological Seminary of the Protestant-Episcopal Church.	New York, N. Y.	1822 1821		P. Epis	Rev. George F. Seymour, D. D.	3	3	2	69	0	52	24
64	Union Theological Seminary	New York, N. Y.	1839 1836		Presb.	Rev. William Adams, D. D., LL. D.	7	5	6	116			33
65	Seminary of Our Lady of Angels.	Niagara Falls, N. Y.	1863 1857		R. C.	Rev. Robert E. V. Rice, C. M.	17	0	0	55	4	14	22
66	Rochester Theological Seminary*	Rochester, N. Y.	1850 1850		Baptist	Rev. Augustus H. Strong, D. D.	6	1	4	58		27	
67	St. Joseph's Provincial Seminary	Troy, N. Y.	1864		R. C.	Very Rev. Henry Gabriels, S. T. L.	6	0		125			31
68	Shaw University, (theological department)	Raleigh, N. C.	1874 1866		Baptist	Rev. H. M. Tupper, A. M.	2		0	50			
69	Trinity College, (theological department)	Trinity College post-office, N. C.	1853 1853		M. E. South.	Rev. B. Craven, D. D., LL. D.							
70	German Methodist-Episcopal Seminary, (German Wallace College.)	Berea, Ohio	1864 1864		M. Epis.	Rev. William Nist, D. D.	4	1	0	12	0	0	0
71	Theological Seminary of St. Charles Borromeo.	Carthage, Ohio	1860		R. C.	Very Rev. Henry Dries, C. P. P. S.	8			48	4		2
72	Lane Theological Seminary	Cincinnati, Ohio	1829 1832		Presb.	Rev. E. D. Morris, D. D.	5	0	4	48	1	41	19
73	Mt. St. Mary's of the West, (theological department.)	Cincinnati, Ohio	1851		R. C.	Rev. Francis Joseph Pabisch, D. D., LL. D.	7	0	0	34			
74	St. Mary's Theological Seminary	Cleveland, Ohio	1849		R. C.	Rev. N. A. Moes	3			28			
75	Theological Seminary of the Evangelical Joint Synod of Ohio.*	Columbus, Ohio	1830 1830		Evang. Luth.	Rev. William F. Lehmann	2	4	0	30		14	
76	Union Biblical Seminary	Dayton, Ohio	1874 1871		U. Brethren.	Rev. L. Davis, D. D., (senior professor) ..	3		1	17	2	4	8
77	Theological department of Oberlin College.	Oberlin, Ohio	1834 1834		Cong.	Rev. James H. Fairchild, D. D.	7	3		39	1	26	8

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TABLE XI.—Statistics of schools of theology for 1874, &c.—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.			Number of students.				
							Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.	In regular course.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1874.	
1	2	3	4	5	6	7	8	9	10	11	12	13		
107	Theological Seminary of the General Synod of the Evangelical Lutheran Church in North America.	Salem, Va.	.....	1831	Lutheran	Rev. S. A. Repass.	3	.....	4	.....	4	.....	
108	St. Vincent's College.	Wheeling, W. Va.	.....	1865	R. C.	Very Rev. J. T. Sullivan.	2	1	43	.....	4	.....	
109	Nashotah House.	Nashotah Mission, Wis.	1847	1842	P. Epis.	Rev. A. D. Cole, D. D.	5	1	50	0	7	10		
110	Seminary of St. Francis of Sales.	St. Francis, Wis.	.....	1856	R. C.	Rev. C. Wapellhorst.	11	2	63	.....	.....	.....
111	Theological department of Howard University.	Washington, D. C.	.....	1867	Union Ev.	J. M. Langston, LL. D., (acting president).	4	1	20	.....	.....	.....
112	Wayland Seminary.	Washington, D. C.	.....	1865	Baptist	Rev. G. M. P. King.	3	.....	40	.....	.....	6
113	Matthew's Hall.	Golden, Colo., Tex.	.....	1872	P. Epis.	Rev. T. L. Bellam, (acting dean)	4	.....	.....	.....	.....	.....

TABLE XL.—*Statistics of schools of theology for 1874, &c.—Continued.*

Number.	Name.	Number of free scholarships.	Number of years in course.	Number of weeks in school last year.	Library.		Property, income, &c.			Date of next commencement.
					Number of volumes.	Increase in the past year.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	
		14	15	16	17	18	19	20	21	22
1	Howard College School of Theology	0		40	300	25				June 17.
2	Pacific Theological Seminary	0	3	39	1,600	100	\$50,000	\$0	\$0	May 14.
3	Theological Seminary of San Francisco.		3	40	5,000					First Thursday in May.
4	Theological Institute of Connecticut	6	3	40	7,000					Fourth Thursday in May.
5	Berkely Divinity School		3	36	15,000					May 13.
6	Theological department of Yale College	18	3	40	15,000			258,842		June 24.
7	Angusta Institute		3	40	283	27	8,000			June 10.
8	Theological department of Shurtleff College.		3	36	5,000	1,000		51,724	4,500	
9	Theological department of Blackburn University.									
10	Baptist Union Theological Seminary.		3	35	5,000	500	90,000	100,000	9,000	May 13.
11	Chicago Theological Seminary.	15	3	32	5,500	500	105,000	207,319	18,038	April 24.
12	Presbyterian Theological Seminary of the Northwest.		3	30	8,000	300	200,000	150,000	13,000	April 1.
13	Biblical department of Fairleigh College.		3	37						June 10.
14	Garrett Biblical Institute		3	33	3,000		100,000	230,000	23,000	May 31.
15	Wartburg Seminary		3	40	27,000		10,000	8,000		June 17.
16	Augustana Theological Seminary.		2	40	3,000					
17	Jubilee College *		4		3,000					April, first Tuesday.
18	German Presbyterian Theological School of the Northwest.*		3		700		20,000	17,000	1,000	None for three years.
19	Swedish Lutheran Mission Institute.	0	4	37		200		0	0	September 6.
20	Department of Theology of Iowa Wesleyan University.		6	40	3,500	30	40,000	12,800		April 24.
21	St. Joseph's College	0	3	32		19	20,000	160,000	12,000	June 11.
22	Danville Theological Seminary.	10	2							June 10.
23	Western Baptist Theological Institute *		2							June, second Thursday.
24	Bible College of Kentucky University		3	40						
25	Theological School of Bethel College *		3	40						
26	Biblical department of New Orleans University		3							

* From Report of Commissioner of Education for 1873.

TABLE XI.—*Statistics of schools of theology for 1874, &c.—Continued.*

Number.	Name.	Number of free scholarships.	Number of years in course.	Number of weeks in school year.	Library.		Property, income, &c.			Date of next commencement.
					Number of volumes.	Increase in the past year.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	
		14	15	16	17	18	19	20	21	22
27	Bangor Theological Seminary.....	.....	.....	35	17,000	1,000	\$50,000	\$170,000	\$10,000	June 3.
28	Theological School of Bates College.....	.....	.....	33	2,200	.....	.....	.....	.....	June 30.
29	St. Mary's Theological Seminary of St. Sulpice.....	.....	41	42	13,000	.....	.....	.....	.....	July 1.
30	Theological department of Mt. St. Mary's College.....	6	.....	40	.....	.....	.....	.....	.....	June 30.
31	Mt. St. Clement's College.....	.....	12	44	9,000	450	.....	.....	.....	July 1.
32	Woodstock College.....	.....	17	44	20,400	200	150,000	0	0	End of July.
33	Andover Theological Seminary.....	.....	3	40	32,335	588	200,000	525,000	35,000	September 9.
34	Boston University School of Theology.....	.....	3	38	4,000	50	.....	.....	.....	July 1.
35	Divinity School of Harvard University.....	15	.....	39	16,000	82	15,000	6149,000	24,000	May 26.
36	Episcopal Theological School.....	.....	3	40	.....	.....	225,000	110,000	8,000	June 29.
37	Tufts College Divinity School.....	.....	3, 4	39	.....	.....	.....	.....	.....	June 16.
38	Newton Theological Institution.....	8	.....	40	12,503	503	108,500	277,886	24,662	June 10.
39	New Church Theological School.....	.....	.....	.....	.....	.....	.....	.....	.....	June 9.
40	Theological department of Adrian College.....	.....	.....	40	.....	.....	.....	50,000	1,800	June 24.
41	Theological department of Hillsdale College.....	.....	.....	40	5,000	200	50,000	.....	.....	June.
42	Seabury Divinity College.....	16	.....	40	1,000	.....	30,000	.....	.....	June 22.
43	Augsburg Seminary.....	.....	.....	33	1,500	100	31,000	1,200	.....	June.
44	St. John's Theological Seminary.....	.....	.....	43	0	0	5,000	0	0	September 8.
45	Bishop Green Associate Mission and Training School.....	.....	.....	40	.....	.....	.....	.....	.....	March 31.
46	St. Vincent's College, (theological department).....	.....	.....	.....	.....	.....	.....	.....	.....	Last week in June.
47	Theological School of Westminster College.....	.....	.....	.....	.....	.....	.....	.....	.....	June.
48	Jeremiah Vardeman School of Theology, (William Jewell College.).....	.....	.....	40	.....	.....	.....	40,000	2,500	.....
49	German Evangelical Lutheran Concordia College.....	.....	.....	.....	4,556	.....	40,000	.....	.....	September 1.
50	Divinity School of Nebraska College.....	.....	.....	3	800	200	.....	.....	.....	June 29.
51	German Theological School of Newark.....	.....	2, 3	40	.....	.....	30,000	20,000	700	June 25.
52	Drew Theological Seminary.....	.....	3, 2	42	15,000	.....	300,000	250,000	17,500	May 20.
53	Theological Seminary of the Reformed Church in America.....	.....	3, 4	36	20,000	200	300,000	230,000	12,500	May 13.

54	Theological Seminary of the Presbyterian Church at Princeton.	20	3	34	26,000	859	200,000	420,000	27,000	April 27.
55	Theological Seminary at Auburn.		3	35	10,000	553	150,000	295,500	29,500	May 6.
56	Tabernacle Free College.									
57	Martin Luther College, (theological department).			44	300		13,000			April 5.
58	Theological department of St. Lawrence University.		3	39	6,682	150	22,500	92,777	6,494	June 23.
59	De Lancy Divinity School.	25			100			55,706	1,689	Have no commencement.
60	Hamilton Theological Seminary.		2	39				36,550	1,785	June 16.
61	Hartwick Seminary.		3	39						
62	Newburg Theological Seminary.		3	39	3,500	0	25,000	41,000	3,850	April 29.
63	General Theological Seminary of the Protestant-Episcopal Church.		3	39	15,000	406	650,000	133,750	8,690	June 25.
64	Union Theological Seminary.		3	35	33,000		200,000	800,000	56,000	May 10.
65	Seminary of Our Lady of Angels.	2	4	40	3,000	100	156,000	0	0	June 20.
66	Rochester Theological Seminary.*		3	42	9,000		75,000	235,000		May 19.
67	St. Joseph's Provincial Seminary.		4	42	8,000					September 7.
68	Slaw University, (theological department).			35						June 1.
69	Trinity College, (theological department).									June 10.
70	German Methodist Episcopal Seminary, (German Walden College.)	0	3	40				12,070	900	June 17.
71	Theological Seminary of St. Charles Borromeo.	48	4-8	42	4,800	200	25,000			September 1.
72	Lamo Theological Seminary.		3	35	12,000		150,000	250,000	17,000	May 13.
73	Mt. St. Mary's of the West, (theological department).	25	3	42				0	0	June 24.
74	St. Mary's Theological Seminary.		5	42			75,000			September 1.
75	Theological Seminary of the Evangelical Joint Synod of Ohio.*		5		3,500		80,000			
76	Union Biblical Seminary.	0	3	34	200	0	10,000	25,000	25,000	May 12.
77	Theological department of Oberlin College.		3	36			70,000	40,000	3,200	August 4.
78	Theological department of Wittenberg College.		2	40	2,000					June 12.
79	Heidelberg Theological Seminary.	0	2	40	2,700	0		23,000	1,600	No commencements yet.
80	Theological School of Wilberforce University.		5	42			42			June 17.
81	United Presbyterian Theological Seminary.		3	28	3,500	1,000		45,000	2,900	April 20.
82	Theological Seminary of the United Presbyterian Church.		3	28	4,000	1,000	50,000	43,700	3,180	April 28.
83	Western Theological Seminary of the Presbyterian Church.	18	3	32	14,000	1,000	200,000	262,861	15,800	April 22.
84	Moravian College and Theological Seminary.		6	40	5,026	206	7,387	36,000	2,271	June 29.
85	Theological department of Ursinus College.*		2							June 24.
86	Theological Seminary of the Evangelical Lutheran Church.	1	3	40	11,000	50	50,000	90,000	5,500	June 24.
87	Theological Seminary of the Reformed Church in the United States.		3	37	7,000			60,000	3,600	May 13.
88	Philadelphia Theological Seminary of St. Charles Borromeo.	69	5	43	10,000	100				About June 21.
89	Meadville Theological School.	0	3	40	12,000	500	27,000	110,000	7,000	June 17.
90	Theological department of Lincoln University.	2	3	30				60,000	3,378	April 27.
91	Philadelphia Divinity School of the Protestant-Episcopal Church.	5	3	36	6,000					June 17.
92	Theological Seminary of the Evangelical Lutheran Church.		3	40	2,500	75	53,000	116,356	7,531	May 20.
93	St. Michael's Theological Seminary.		4	40	5,000	300	60,000			June 24.
94	Missionary Institute.		3	39	2,000		20,000	16,000	1,000	May 31.

* From the Report of Commissioner of Education for 1873. a Also Bussey trust-fund, which yielded to divinity school \$5,800, (one-fourth income.) b And other sources.

TABLE XI.—*Statistics of schools of theology for 1874, &c.—Concluded.*

Number.	Name.	Number of free scholarships.	Number of years in course.	Number of weeks in school last year.	Library.		Property, income, &c.			Date of next commencement.
					Number of volumes.	Increase in the past year.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	
	I	14	15	16	17	18	19	20	21	22
95	Crozer Theological Seminary.	.....	3	38	7,000	.....	\$150,000	\$227,000	.....	May 12.
96	Theological department of Villanova College.	.....	4	44	3,000	200	.....	.....	.....	June 30.
97	Theological Seminary of the General Assembly of the Presbyterian Church in the United States.	.....	3	39	18,873	258	.....	.....	.....	May.
98	Southern Baptist Theological Seminary.	.....	3-4.5	34	5,000	.....	30,000	.....	\$17,000	May 1.
99	Baker Theological Institute, (Chadron University).	.....	2	33	40	.....	15,000	15,000	1,000	June 10.
100	Theological department of Cumberland University.	.....	2	40	600	.....	40,000	0	0	Last week in May.
101	Nashville Institute.	.....	3	36	800	200	.....	.....	.....	May 21.
102	Theological department of Central Tennessee College.	.....	3	40	.....	.....	100,000	115,000	7,500	June 2.
103	Raylor University, (theological department)	.....	3	40	10,000	.....	.....	.....	.....	June 24.
104	Theological Seminary of the Protestant Episcopal Church.	.....	3	32	9,800	650	50,000	230,000	16,500	April 14.
105	Union Theological Seminary of the General Assembly.	0	3	38	400	20	.....	.....	.....	May 20.
106	St. John's Theological Seminary.	.....	3	.....	.....	.....	.....	.....	.....	.....
107	Theological Seminary of the General Synod of the Evangelical Lutheran Church in North America.	.....	4	41	3,000	.....	20,000	.....	.....	September 1.
108	St. Vincent's College.	.....	6	42	6,000	100	70,000	25,000	2,000	June 29.
109	Nashotah House.	.....	9	42	50	.....	.....	.....	.....	July 1.
110	Seminary of St. Francis of Sales.	.....	3	36	500	.....	.....	.....	.....	June 16.
111	Theological department of Howard University.	.....	4	36	700	.....	25,000	.....	.....	May 26.
112	Wayland Seminary.	.....	3	.....	.....	.....	.....	.....	.....	.....
113	Matthews Hall.	.....	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of Commissioner of Education for 1873.

MEMORANDA.

Theological Seminary of the Northwest, Monmouth, Ill., consolidated with one at Xenia, Ohio; Theological School of Hartsville University, Hartsville, Ind., not a distinct department; Warburg Seminary, Casstown, Iowa, removed to Mondota, Ill.; House of the Evangelists, New York, N. Y., not a school of theology; Yeates' Institute, Lancaster, Pa., not yet in operation; Richmond Institute, Richmond, Va., (see Table VI.); Mission House, Hermann, Wis., not found.

TABLE XII.—Statistics of schools of law for 1874; from replies to inquiries by the United States Bureau of Education.

Number.	Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		Number of students.		
						Resident professors and instructors.	Non-resident professors and lecturers.	In regular course.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1874.
			3	4	5	6	7	8	9	10
1	Law school of Yale College	New Haven, Conn.	1745	1824	Hon. Francis Wayland, A. M., dean.	9	2	57	15	20
2	Law department, University of Georgia	Athens, Ga.	1866	1866	Prof. Wm. L. Mitchell, A. M., chief professor.	3	3	0	0	8
3	Law department, Illinois Wesleyan University	Bloomington, Ill.	1850	1874	Ruben M. Benjamin, A. M., dean.	4	0	31	0	0
4	Union College of Law	Chicago, Ill.	1873	1873	Hon. Henry Booth, LL. D.	6	0	85	0	14
5	Law department, McKendree College	Lebanon, Ill.	1835	1859	Hon. H. H. Horner, A. M.	1	0	0	0	0
6	Indiana University, (law department)	Bloomington, Ind.	1839	1840	Rev. Cyrus Nutt, D. D., LL. D., president.	12	5	42	8	16
7	Law school, Northwestern Christian University	Indianapolis, Ind.	1858	1869	Rev. O. A. Burgess, A. M., president.	12	0	16	5	0
8	Law department, Iowa State University	Iowa City, Iowa	1866	1865	William G. Hammond, LL. D., dean.	6	3	93	19	65
9	Law department, Iowa Wesleyan University	Mt. Pleasant, Iowa	1855	1871	Rev. John Wheeler, D. D., president.	6	0	16	0	6
10	Law College, Kentucky University	Lexington, Ky.	1865	1865	Madison G. Johnson, LL. D., president.	4	0	16	0	9
11	Law department, University of Louisiana	New Orleans, La.	1847	1847	Carleton Hunt, dean.	4	0	28	0	14
12	School of Law, (University of Maryland)	Baltimore, Md.	1812	1819	George W. Dobbin, dean.	3	0	40	0	18
13	Law school of Harvard University	Cambridge, Mass.	1699	1872	Nicholas St. John Green, LL. D., acting dean.	12	2	121	68	17
14	University of Michigan, (law department)	Ann Arbor, Mich.	1817	1838	Hon. T. M. Cooley, LL. D., dean.	5	0	139	78	41
15	Law College, University of Missouri	St. Louis, Mo.	1820	1872	Hon. Philomen Bliss, dean.	4	2	21	6	13
16	St. Louis Law School, (Washington University)	St. Louis, Mo.	1853	1867	George M. Stewart, A. M., dean.	9	0	21	14	9
17	Albany Law School, (Union University)	Albany, N. Y.	1851	1851	Hon. Thomas W. Olcott, president.	5	0	109	50	90
18	Law school of Hamilton College	Clinton, N. Y.	1860	1868	Rev. Samuel G. Brown, D. D., LL. D.	2	0	522	214	181
19	Columbia College Law School	New York, N. Y.	1831	1857	Theodore W. Dwight, LL. D., dean.	3	0	51	14	22
20	Department of law, University of the City of New York	New York, N. Y.	1871	(9)	Hon. H. E. Davies, LL. D., pres't of faculty.	5	0	25	3	35
21	Law department of Rutherford College	Happy Home, P. O., N. C.	1871	(9)	Rev. R. L. Abernethy, A. M., president.	3	0	0	0	0
22	Trinity College, (law department) *	Trinity, N. C.	1853	1867	Rev. B. Graven, D. D., LL. D.	3	0	0	0	0
23	Law school of Cincinnati College	Cincinnati, Ohio	1819	1833	Henry A. Morrill, acting dean.	4	0	66	0	0

* From Report of Commissioner of Education for 1873.

a A department of Chicago University and the Northwestern University.

b Not yet organized.

TABLE XII.—*Statistics of schools of law for 1874, &c.*—Continued.

Number	Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		Number of students.		
						Resident professors and instructors.	Non-resident professors and lecturers.	In regular course.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1874.
1		2	3	4	5	6	7	8	9	10
25	Ohio State and Union Law College *	Cleveland, Ohio.....	1856 1856	1856 1856	Hon. John Grovell, LL. D.....	4	4	1	1	0
26	Law school of Wilberforce University.....	Xenia, Ohio.....	1863 1872	1863 1872	Rt. Rev. D. A. Payne, D. D., president.....	5	0	54	22	19
27	Law department, University of Pennsylvania.....	Philadelphia, Pa.....	1850	1850	E. Coppée Mitchell, A. M., dean.....	6	0	16	2	0
28	Law department of Lincoln University *	West Chester, Pa.....	1854 1870	1854 1870	Hon. Joseph J. Lewis, provost.....	4	4	87	16	62
29	Law department, University of South Carolina *	Columbia, S. C.....	1801 1868	1801 1868	Rev. Benj. B. Rabbitt, chairman of faculty.....	2	2	110	110	14
30	Law department of Cumberland University.....	Lebanon, Tenn.....	1843 1847	1843 1847	Nathan Green, A. M., LL. D., chancellor.....	2	0	25	25	10
31	Law department, University of Virginia.....	Charlottesville, Va.....	1819 1825	1819 1825	James F. Harrison, M. D., chairman of faculty.....	2	2	16	16	13
32	Washington and Lee University, (law department).....	Lexington, Va.....	1871 1871	1871 1871	Prof. John Randolph Tucker, LL. D., senior professor.....	2	2	37	37	21
33	Law school of Richmond College.....	Richmond, Va.....	1840 1868	1840 1868	B. Puryear, A. M., president of faculty.....	5	3	140	140	7
34	Law department, University of Wisconsin.....	Madison, Wis.....	1868 1868	1868 1868	John Jascom, LL. D., president.....	4	2	35	35	17
35	Columbian University Law School *	Washington, D. C.....	1821 1864	1821 1864	James C. Welles, LL. D.....	3	0	39	39	37
36	Howard University, law department.....	Washington, D. C.....	1867 1869	1867 1869	John M. Langston, LL. D., dean.....	2	2	174	174	17
37	Law school of Georgetown University.....	Washington, D. C.....	1815 1870	1815 1870	Rev. P. F. Healy, S. J., president.....	5	5	174	174	37
38	Law department, National University.....	Washington, D. C.....	1870 1870	1870 1870	W. B. Wedgewood, LL. D., vice-chancellor.....	5	5	174	174	37

* From Report of Commissioner of Education for 1873.

TABLE XII.—Statistics of schools of law for 1874, &c.—Continued.

Number.	Name.	Location.	Number of years in course.			Number of weeks in school year.	Annual cost of tuition.	Library.		Property, income, &c.				Date of next commencement.	
			11	12	13			14	15	Value of grounds and buildings.	Amount of product-ive funds.	Income from product-ive funds.	Receipts for the last year from tuition- fees.		
			2								16	17	18	19	20
1	Law school of Yale College.....	New Haven, Conn.													June 30.
2	Law department, University of Georgia.....	Athens, Ga.		35	\$90	7,500	1,800								August 4.
3	Law department, Illinois Wesleyan University.....	Bloomington, Ill.		32	130	600	0								June 17.
4	Union College of Law &c.....	Chicago, Ill.		36	40										June 25.
5	Law department, McKendree College.....	Lebanon, Ill.		35	50										June 10.
6	Indiana University, (law department).....	Bloomington, Ind.			21	2,000									July 1.
7	Law school, Northwestern Christian University.....	Indianapolis, Ind.		39	0										March 27.
8	Law department, Iowa State University.....	Iowa City, Iowa		24	25	2,600	100								June 29.
9	Law department, Iowa Wesleyan University.....	Mt. Pleasant, Iowa		38	60										June 15.
10	Law College, Kentucky University.....	Lexington, Ky.			45	2,000	0								June 10.
11	Law department, University of Louisiana.....	New Orleans, La.		22	50										June.
12	School of Law, (University of Maryland).....	Baltimore, Md.		20	100	1,600	400								June 2.
13	Boston University School of Law.....	Boston, Mass.		32	50 to 100	15,000									June 2.
14	Law school of Harvard University.....	Cambridge, Mass.		38	150 & 100	*3,000									June 2.
15	University of Michigan, (law department).....	Ann Arbor, Mich.			40	706	61								March 31.
16	Law College, University of Missouri.....	Columbia, Mo.		25	40	2,950	187								May 17.
17	St. Louis Law School, (Washington University).....	St. Louis, Mo.		30	60 to 80	5,000	30								
18	Albany Law School, (Union University).....	Albany, N. Y.		36	130	3,000									
19	Law School of Hamilton College.....	Clinton, N. Y.			60	4,100	100								
20	Columbia College Law School.....	New York, N. Y.		32	100	1,200	25								May.
21	Department of law, University of the City of New York.....	New York, N. Y.		36	100										May 14.
22	Law department of Rutherford College.....	Happy Home P. O., N. C.													June 2d Thurs.
23	Trinity College, (law department)*.....	Trinity, N. C.			50	1,500	1,500								April 21.
24	Law school of Cincinnati College.....	Cincinnati, Ohio		27	60 & 30	3,000									June 17.
25	Ohio State and Union Law College*.....	Cleveland, Ohio			90										
26	Law school of Wilberforce University.....	Xenia, Ohio		42		250	0								
27	Law department, University of Pennsylvania.....	Philadelphia, Pa.		40	80										

* From Report of the Commissioner of Education for 1873. † Fund for library. a A department of Chicago University and the Northwestern University.
b Also one-fourth income of Bussey trust-fund.

TABLE XII.—Statistics of schools of law for 1874, &c.—Concluded.

Number.	Name.	Location.	Number of years in course.		Number of weeks in school year	Annual cost of tuition.	Library.		Property, income, &c.				Date of next commencement
1		2	11	12	13	14	15	16	17	18	19	20	
29	Law department of Lincoln University*	West Chester, Pa.	.....	.....	50	100	.....	.....	.....	.....	.....	.....	June 17.
30	Law department, University of South Carolina*	Columbia, S. C.	.....	.....	0	.....	.....	.....	.....	.....	.....	.....	June 30.
31	Law department of Cumberland University.	Lebanon, Tenn.	1	40	120	.....	.....	.....	.....	.....	7,000	.....	June 10.
32	Washington and Lee University, (law department).	Charlottesville, Va.	2	.....	80	3,000	.....	.....	.....	.....	5,000	.....	July 1.
33	Law school of Richmond College.	Lexington, Va.	1	40	115	.....	.....	.....	.....	.....	.....	.....	June 23.
34	Law department, University of Wisconsin.	Richmond, Va.	1	39	80	.....	.....	.....	.....	.....	.....	.....	June 10.
35	Columbian University Law School*	Madison, Wis.	1	38	55	.....	.....	0	0	0	.....	.....	February 24.
36	Howard University law department.	Washington, D. C.	.....	36	40 & 50	300	0	.....	0	0	.....	.....	June 2.
37	Law school of Georgetown University.	Washington, D. C.	2	34	80	.....	.....	.....	.....	.....	2,270	.....	May 26.
38	Law department, National University.	Washington, D. C.	2	36	45	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1873.

TABLE XII.—Memoranda.

Name.	Location.	Remarks.
Law department, University of Notre Dame.	Notre Dame, Ind.	Not a distinct department.
Law department, University of Mississippi.	Oxford, Miss.	Suspended.

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1874; from replies to inquiries by the United States Bureau of Education.

Number.	Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		No. of students.				No. of years in course.		No. of weeks in scholastic year.	
						Resident professors and instructors.	Non-resident professors and lecturers.	In regular course.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1874.		11	12		
1	I. MEDICAL AND SURGICAL.														
	I. Regular.														
1	Medical College of Alabama.....	Mobile, Ala.....	1860	1858	William H. Anderson, M. D., dean.....	9	0	95	.....	30	.....	2	21	21	21
2	Medical College of the Pacific.....	San Francisco, Cal.....	1864	1858	A. J. Bowie, M. D., president.....	10	1	25	.....	8	.....	3	20	20	20
3	Medical department, University of California.....	San Francisco, Cal.....	1864	1864	A. A. O'Neil, M. D., dean.....	14	8	57	8	9	1	40	40	40	40
4	Medical Institution of Yale College.....	New Haven, Conn.....	1810	1812	Charles A. Lindesley, M. D., dean.....	8	1	50	13	37	3	34	34	34	34
5	Atlanta Medical College.....	Atlanta, Ga.....	1854	1855	W. H. Talliaferro, M. D., dean.....	10	1	140	.....	16	.....	17	17	17	17
6	Medical College of Georgia, (University of Georgia).....	Augusta, Ga.....	1830	1831	Louis A. Dugas, M. D., LL. D., dean.....	12	0	13	0	2	.....	16	16	16	16
7	Savannah Medical College.....	Savannah, Ga.....	1838	1853	Juniah Harriss, M. D., president.....	12	0	13	0	2	.....	16	16	16	16
8	Chicago Medical College, (medical department of Northwestern University.).....	Chicago, Ill.....	1829	1839	N. S. Davis, A. M., M. D., dean.....	18	0	128	.....	46	.....	3	39	39	39
9	Rush Medical College.....	Chicago, Ill.....	1843	1844	Joseph W. Freer, M. D.....	24	0	200	.....	78	.....	3	20	20	20
10	Woman's Hospital Medical College.....	Chicago, Ill.....	1872	1870	W. Godfrey Dyas, M. D., F. R. C. S.....	16	0	18	3	6	.....	3	32	32	32
11	Medical College of Evansville.....	Evansville, Ind.....	1845	1871	George B. Walker, M. D., dean.....	10	0	21	.....	10	.....	1	16	16	16
12	College of Physicians and Surgeons of Indiana.....	Indianapolis, Ind.....	1874	1874	Robert N. Todd, M. D.....	13	5	.....	.....	.....	.....	12	12	12	12
13	Indiana Medical College, (medical department of Indiana University.).....	Indianapolis, Ind.....	1869	1869	Cyrus Nutt, M. D., president.....	12	.....	112	50	49	.....	22	22	22	22
14	Medical department of Iowa State University.....	Iowa City, Iowa.....	.....	1868	W. F. Peck, M. D., dean.....	4	8	97	.....	25	.....	20	20	20	20
15	College of Physicians and Surgeons.....	Keokuk, Iowa.....	1849	1850	Prof. J. C. Hughes, M. D., dean.....	8	2	132	.....	73	.....	16	16	16	16
16	Kentucky School of Medicine.....	Louisville, Ky.....	1831	1852	E. S. Galliard, M. D., LL. D., dean.....	9	.....	0	.....	0	.....	29	29	29	29
17	Transylvania Medical College, (University of Kentucky).....	Lexington, Ky.....	1874	1874	James M. Bush, M. D., dean.....	7	.....	.....	.....	.....	.....	24	24	24	24
18	Louisville Medical College.....	Louisville, Ky.....	1869	1869	E. S. Galliard, M. D., LL. D., dean.....	8	.....	306	.....	65	.....	1	30	30	30
19	Louisville Hospital Medical College, (medical department of Central University.).....	Louisville, Ky.....	1874	1874	William H. Bolling, M. D., dean.....	10	.....	101	57	.....	.....	20	20	20	20
20	Medical department, University of Louisville.....	Louisville, Ky.....	1837	1837	J. M. Bodine, M. D., dean.....	12	0	170	.....	136	.....	20	20	20	20
21	Medical department, University of Louisiana.....	New Orleans, La.....	1835	1834	Tobias G. Richardson, M. D., dean.....	8	0	101	.....	50	.....	16	16	16	16

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1874, &c.—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		No. of students.				No. of years in course.		No. of weeks in scholastic year.
						Resident professors and instructors.	Non-resident professors and lecturers.	In regular course.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1874.	10	11	12	
1	2	3	4	5	6	7	8	9	10	11	12	13		
22	Medical School of Maine, Bowdoin College	Brunswick, Me.	1820	1820	Joshua L. Chamberlain, LL. D.	2	7	76	2	20	3	16		
23	College of Physicians and Surgeons of Baltimore	Baltimore, Md.	1872	1872	Thomas Opie, M. D., dean	12		103	27	27	3	22		
24	School of medicine, University of Maryland	Baltimore, Md.	1807	1807	Samuel C. Chew, M. D., dean	10		120		47	2	22		
25	School of medicine, Washington University	Baltimore, Md.	1832	1832	J. E. Lindsay, M. D., dean	11		60	30	30	3	36		
26	Medical School of Harvard University	Boston, Mass.	1782	1782	Calvin Ellis, M. D., dean	22	8	186	80	27	3	36		
27	Medical department, University of Michigan	Ann Arbor, Mich.	1858	1858	Abram Sager, M. D., dean	10	0	214	18	70	3	40		
28	Detroit Medical College	Detroit, Mich.	1839	1868	E. W. Jones, M. D.	15		81	23	21	3	40		
29	Medical College, University of the State of Missouri	Columbia, Mo.	1839	1873	Joseph G. Norwood, M. D., dean	6		15	2		0	21		
30	Kansas City College of Physicians and Surgeons	Kansas City, Mo.	1869	1869	S. S. Todd, M. D., president	8	0	15	0		0	21		
31	Missouri Medical College	St. Louis, Mo.	1840	1840	John S. Moore, M. D.	12		200	10	50	3	24		
32	St. Louis Medical College	St. Louis, Mo.	1832	1841	John T. Hodgen, M. D.	19		190	8	48	3	22		
33	Dartmouth College, (medical department)	Hanover, N. H.	1769	1796	C. P. Frost, M. D., dean	1	7	78	8	17	3	44		
34	Albany Medical College, (Union University)	Albany, N. Y.	1839	1839	John V. Lansing, M. D., registrar	6	2	117	8	47	1	24		
35	Long Island College Hospital*	Brooklyn, N. Y.	1858	1860	T. L. Mason, M. D., president, S. G. Armour, M. D., dean.	5	15	97			1	36		
36	Medical department, University of Buffalo	Buffalo, N. Y.	1846	1847	M. G. Potter, M. D.	6	3	104		36	3	20		
37	Bellevue Hospital Medical College	New York, N. Y.	1861	1861	L. E. Taylor, M. D., president	16	2	472	165	37	3	37		
38	College of Physicians and Surgeons	New York, N. Y.	1807	1807	Edward Deland, M. D.	30		452	164	32	3	32		
39	Free Medical College for Women	New York, N. Y.	1871	1871	Frederic R. Marvin, M. D., president	12	0	48	20	14	3	26		
40	Medical department, University of the City of New York.	New York, N. Y.	1841	1841	Alfred C. Post, M. D., LL. D., president	23	0	360		73	3	32		
41	Women's Medical College of the New York Infirmary*	New York, N. Y., 125 Second avenue, corner Eighth street	1864	1864	Emily Blackwell, M. D., secretary of faculty.		21	30			3	35		
42	College of Physicians and Surgeons, (Syracuse University.)	Syracuse, N. Y.	1872	1872	Frederick Hyde, M. D.	14	5	60	3	9	3	39		
43	Cincinnati College of Medicine and Surgery *	Cincinnati, Ohio	1851	1851	D. D. Bramble, M. D.	8	4	108	27		3	40		

44	Medical College of Ohio.....	Cincinnati, Ohio.....	1819	1819	Roberts Bartholow, M. D.	10	253	56	3	20
45	Miami Medical College.....	Cincinnati, Ohio.....	1822	1832	John A. Murphy, M. D., dean	11	136	35	3	21
46	Cleveland Medical College.....	Cleveland, Ohio.....	1843	1843	John Bonnell, M. D.	15	70	22	2	46
47	Medical department, University of Wooster.....	Cleveland, Ohio.....	1867	1869	G. C. E. Weber, M. D., dean	5	12	14	2	20
48	Starling Medical College and Hospital.....	Columbus, Ohio.....	1846	1847	Francis Carter, M. D.	8	73	14	2	22
49	Medical department of Wilanette University.....	Salem, Oreg.....	1853	1867	Henry Carpenter, M. D.	4	3	3	3	3
50	Medical department of Lincoln University.....	Oxford, Pa.....	1854	1867	E. C. Hine, M. D., dean	7	6	155	3	37
51	Jefferson Medical College.....	Philadelphia, Pa.....	1826	1824	John B. Biddle, M. D., dean	7	0	486	155	2
52	Medical department, University of Pennsylvania.....	Philadelphia, Pa.....	1749	1765	Robert E. Rogers, M. D., dean	22	105	121	3	24
53	Woman's Medical College of Pennsylvania.....	Philadelphia, Pa.....	1850	1850	Prof. Rachel L. Bradley, A. M., dean	14	63	18	3	32
54	Medical College of the State of South Carolina.....	Charleston, S. C.....	1826	1826	R. A. Kinloch, M. D.	7	0	20	3	32
55	University of South Carolina, (medical department)*.....	Columbia, S. C.....	1801	1868	W. T. Briggs, M. D., dean	3	1	8	36	2
56	Department of medicine and surgery, (University of Nashville and Vanderbilt University.).....	Nashville, Tenn.....	1850	1850		8	210	60	290	
57	Texas Medical College and Hospital.....	Galveston, Tex.....	1873	1873	Greensville Dowell, M. D., president	3	4	15	0	16
58	Medical College of University of Vermont.....	Burlington, Vt.....	1791	1809	A. P. Grinnell, M. D., dean	4	6	51	6	16
59	Medical department, University of Virginia.....	Charlottesville, Va.....	1819	1824	J. P. Harrison, M. D., chairman of faculty	5	70	15	4	
60	Medical College of Virginia.....	Richmond, Va.....	1851	1851	J. B. McGaw, M. D., dean	8	6	42	2	37
61	Medical department of Georgetown University.....	Washington, D. C.....	1815	1851	Johnson Eliot, M. D., dean	7	4	65	3	20
62	Medical department of Howard University.....	Washington, D. C.....	1867	1868	Gideon S. Palmer, M. D., dean	7	20	5	6	40
63	National Medical College, (medical department of Columbian University,)*.....	Washington, D. C.....	1821		John C. Riley, M. D., dean	12	1	53	3	22
2. <i>Eclectic.</i>										
64	Bennett College of Eclectic Medicine and Surgery.....	Chicago, Ill.....	1869	1868	Milton Jay, M. D., dean	12	1	105	32	32
65	Eclectic Medical College of the City of New York.....	New York, N. Y.....	1865	1865	Robert S. Newton, M. D., dean	7	55	5	22	32
66	Eclectic Medical Institute.....	Cincinnati, Ohio.....	1845	1843	J. M. Sandler, M. D., dean	7	143	20	113	2
67	American University and Eclectic Medical College.....	Philadelphia, Pa.....	1850	1842	John Buchanan	0	9	0	113	2
3. <i>Homoeopathic.</i>										
68	Hahnemann Medical College and Hospital of Chicago.....	Chicago, Ill.....	1859	1860	J. S. Mitchell, A. M., M. D., dean	14	0	92	22	20
69	School of Medicine of Boston University.....	Boston, Mass.....	1869	1873	J. T. Fabbot, M. D., dean	19	11	130	3	36
70	Homoeopathic Medical College of Missouri.....	St. Louis, Mo.....	1857	1858	John T. Temple, A. M., M. D.	8	4	35	17	13
71	New York Homoeopathic Medical College.....	New York, N. Y.....	1860	1860	J. W. Dowling, M. D.	20	0	131	32	30
72	New York Medical College and Hospital for Women.....	New York, N. Y., (N. E. cor. Lexington av. and 37th st.)	1863	1863	Mrs. C. S. Lottier, M. D., dean	0	15	21	7	28
73	Homoeopathic Hospital College*.....	Cleveland, Ohio.....	1849	1849	N. Schneider, M. D., dean	13	4	65	2	21
74	Hahnemann Medical College of Philadelphia.....	Philadelphia, Pa.....	1869	1869	Howard Makool, D. D., LL. D., pres. ft.	14	0	126	15	20
II.—DENTAL.										
75	New Orleans Dental College*.....	New Orleans, La.....	1867	1867	James S. Knapp, D. D. S.	6	5	43	4	17
76	Baltimore College of Dental Surgery.....	Baltimore, Md.....	1859	1860	F. J. S. Gorges, M. D., D. D. S.	7	41	18	2	23
77	Maryland Dental College.....	Baltimore, Md.....	1873	1873	R. B. Winder, M. D., D. D. S., dean	19	11	3	10	26
78	Boston Dental College.....	Boston, Mass.....	1867	1867	Isaac J. Wedderburn, D. D. S., president	0	9	23	12	16
79	Dental School of Harvard University.....	Boston, Mass.....	1867	1868	Thomas H. Chandler, D. M. D., dean	13	3	43	3	20

* From Report of Commissioner of Education for 1873.

* Of Vanderbilt University, 1874.

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1874, &c.—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		No. of students.				No. of years in course.	No. of weeks in scholastic year.
						Resident professors and instructors.	Non-resident professors and lecturers.	In regular course.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1874.			
I													
80	Missouri Dental College	St. Louis, Mo.	1865	1865	C. W. Rivers, D. D. S.	10	0	18	0	7	1	17	
81	New York College of Dentistry	New York, N. Y.	1865	1866	Frank Abbott, M. D., dean	16	2	68	3	12	1	20	
82	Ohio College of Dental Surgery	Cincinnati, Ohio	1844	1845	J. Taft, D. D. S.	5	0	24	0	11	1	22	
83	Pennsylvania College of Dental Surgery	Philadelphia, Pa.	1856	1856	Elias Wildman, M. D., D. D. S., dean	13	4	59	6	34	1	24	
84	Philadelphia Dental College	Philadelphia, Pa.	1863	1863	J. H. McQuillen, M. D., D. D. S., dean	19	4	101	6	30	1	36	
85	American Dental College	Austin, Tex.	1873	1873	E. C. Wise, D. D. S.	6	0	0	0	0	1	13	
III.—PHARMACEUTICAL.													
86	California College of Pharmacy	San Francisco, Cal.	1872	1872	William T. Wenzell, president	4	0	23	0	0	1	24	
87	Chicago College of Pharmacy	Chicago, Ill.	1859	1859	Theo. H. Patterson, president	5	6	36	15	8	1	40	
88	School of Pharmacy of Iowa Wesleyan University	Mt. Pleasant, Iowa	1873	1870	Rev. John Wheeler, D. D., president	3	0	39	3	6	1	24	
89	Louisville College of Pharmacy	Louisville, Ky.	1841	1841	C. Lewis Diehl, president	2	1	0	0	15	1	24	
90	Maryland College of Pharmacy	Baltimore, Md.	1841	1841	John F. Hancock, president	3	0	95	0	44	1	24	
91	Massachusetts College of Pharmacy	Boston, Mass.	1825	1825	Samuel M. Colcord, president	5	3	65	7	15	1	36	
92	School of pharmacy, University of Michigan*	Ann Arbor, Mich.	1868	1868	A. B. Prescott	3	0	137	0	34	1	24	
93	St. Louis College of Pharmacy	St. Louis, Mo.	1865	1864	Theodore Fay, M. D., dean	3	0	0	0	15	1	24	
94	College of Pharmacy of the City of New York	New York, N. Y.	1856	1829	Paul Balluff, president	4	0	0	0	3	1	24	
95	College of Pharmacy of Baldwin University	Berea, Ohio	1867	1867	W. D. Goddard, D. D.	3	0	133	0	3	1	25	
96	Cincinnati College of Pharmacy*	Cincinnati, Ohio, (257 Walnut street.)	1850	1849	J. F. Judge, M. D.	3	0	0	0	0	1	20	
97	Philadelphia College of Pharmacy	Philadelphia, Pa.	1822	1821	Dillwyn Parrish, president	0	3	269	2	81	1	21	
98	Tennessee College of Pharmacy	Nashville, Tenn.	1872	1872	J. Berrian Lindsay, M. D., president	5	0	51	0	2	1	40	
99	National College of Pharmacy	Washington, D. C.	1872	1872	Robert B. Ferguson, president	3	0	50	6	3	1	24	

* From Report of Commissioner of Education for 1873.

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1874, &c.—Continued.

Number.	Name.	Library.		Amount of—			Property, income, &c.				Date of next commencement.
		Number of volumes.	Increase in the past year.	Matriculation fee.	Graduation fee.	Annual cost of tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.	
	1	13	14	15	16	17	18	19	20	21	22
I. MEDICAL AND SURGICAL.											
1. Regular.											
1	Medical College of Alabama.....	500	0	\$25	\$30	\$0	\$150,000	\$0	\$0	.....	March 20.
2	Medical College of the Pacific.....	6	0	5	40	140	100,000	0	0	.....	About November 1.
3	Medical department, University of California.....	1,600	200	5	40	140	.....	.....	.....	\$13,000	January 3.
4	Medical Institution of Yale College.....	2,400	0	5	25	120	.....	21,352	0	3,700	July 1.
5	Atlanta Medical College.....	5,000	0	5	25	.....	25,000	0	0	3,140	March 4.
6	Medical College of Georgia, (University of Georgia).....	4,000	.....	5	30	60	40,000	0	0	631	March 1.
7	Savannah Medical College.....	.....	.....	5	30	120	40,000	0	0	.....	March 1.
8	Chicago Medical College, (medical department of Northwestern University.).....	.....	.....	5	25	50	50,000	0	0	6,000	March 16.
9	Rush Medical College.....	.....	.....	5	25	65	.....	.....	.....	.....	February 16.
10	Woman's Hospital Medical College.....	56	56	5	20	55	3,000	0	0	800	About March 25.
11	Medical College of Evansville.....	.....	.....	5	25	60	.....	.....	.....	1,000	March 1.
12	College of Physicians and Surgeons of Indiana.....	.....	.....	.....	.....	.....	5,000	10,000	1,000	1,500	.....
13	Indiana Medical College, (medical department of Indiana University.).....	.....	.....	10	25	0	10,000	5,000	5,000	2,300	February 26.
14	Medical department of Iowa State University.....	200	.....	5	25	20	.....	.....	.....	.....	March 3.
15	College of Physicians and Surgeons.....	.....	.....	5	30	30	75,000	.....	.....	7,000	February 18.
16	Kentucky School of Medicine.....	.....	.....	5	30	120	6,500	.....	.....	0	July.
17	Transylvania Medical College, (University of Kentucky).....	.....	.....	10	.....	.....	.....	.....	.....	.....	June 10.
18	Louisville Medical College.....	.....	.....	5	30	130	62,000	.....	.....	11,000	March.
19	Louisville Hospital Medical College, (medical department of Central University.).....	0	0	5	30	65	15,000	.....	.....	6,000	February 25.
20	Medical department, University of Louisville.....	4,000	.....	5	30	60	.....	.....	.....	.....	March 1.
21	Medical department, University of Louisiana.....	2,000	0	5	30	155	75,000	0	0	15,875	March 13.

a Apparatus.

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1874, &c.—Continued.

Number.	Name.	Library.		Amount of—			Property, income, &c.				Date of next commencement.
		Number of volumes.	Increase in the past year.	Matriculation fee.	Graduation fee.	Annual cost of tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.	
	I	13	14	15	16	17	18	19	20	21	22
22	Medical School of Maine, Bowdoin College.....	4,000	0	\$5	\$20	\$75	\$25,000	\$2,500	\$150	\$6,045	July 8.
23	College of Physicians and Surgeons of Baltimore.....	1,000	0	5	20	135	100,000	1,000	0	11,000	February 27.
24	School of medicine, University of Maryland.....	2,500	300	5	20	125	100,000	0	0	5,000	March 1.
25	School of medicine, Washington University.....	1,400	100	5	20	75	40,000	0	0	31,115	February 25.
26	Medical School of Harvard University.....	2,000	100	5	0	200	0	48,184	4,309	12,000	March 24.
27	Medical department, University of Michigan.....	1,500	100	5	25	50	50,000	0	0	3,318	March 3.
28	Detroit Medical College.....	75	0	5	30	65	30,000	1,000	100	800	June 27.
29	Medical College, University of the State of Missouri.....	1,000	0	5	30	65	60,000	0	0	12,000	March 4.
30	Kansas City College of Physicians and Surgeons.....	2,500	300	5	20	140	45,000	0	0	12,222	About middle of March.
31	Missouri Medical College.....	1,400	100	5	25	122	30,000	0	0	4,000	June 24.
32	St. Louis Medical College.....	5,115	47	5	25	100	625,000	0	0	7,292	December 22.
33	Dartmouth College, (medical department).....	6	0	5	25	140	20,000	0	0	8,454	June.
34	Albany Medical College, (Union University)*.....	500	0	5	30	200	150,000	0	0	50,000	February 23.
35	Long Island College Hospital*.....	0	0	5	30	75	20,000	0	0	31,115	February 25.
36	Medical department, University of Buffalo.....	0	0	5	30	200	150,000	0	0	0	March 1.
37	Baltimore Hospital Medical College.....	500	0	5	30	200	26,500	0	0	63,000	February 16.
38	College of Physicians and Surgeons.....	0	0	5	30	140	50,000	0	0	4,500	March, last week.
39	Free Medical College for Women.....	0	0	5	30	140	42,500	0	2,500	2,000	February 19.
40	Medical department, University of the City of New York.....	0	0	5	30	140	42,500	0	0	0	March 4.
41	Women's Medical College of the New York Infirmary*.....	2,000	0	5	30	105	16,000	0	0	0	March 1.
42	College of Physicians and Surgeons, (Syracuse University)*.....	2,500	0	5	25	55	30,000	0	0	0	February 25.
43	Guelph College of Medicine and Surgery*.....	5,000	0	5	25	45	35,000	0	0	0	March 1.
44	Medical College of Ohio.....	2,000	25	5	30	40	100,000	0	0	3,500	February 23.
45	Cleveland Medical College.....	300	0	5	30	40	40,000	0	0	0	February 25.
46	Medical department, University of Wooster.....	0	0	5	30	40	200,000	0	0	1,080	June 22.
47	Starling Medical College and Hospital.....	0	0	5	30	130	0	0	0	0	June 19.
48	Medical department of Willamette University.....	0	0	5	30	130	0	0	0	0	June 19.
49	Medical department of Lincoln University*.....	0	0	5	35	140	0	0	0	0	June 19.

[illegible]

α Apparatus.

b Apparatus, library, museum, &c.

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1874, &c.—Concluded.

Number.	Name.	Library.		Amount of—			Property, income, &c.				Date of next commencement.
		Number of volumes.	Increase in the past year.	Matriculation fee.	Graduation fee.	Annual cost of tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.	
	I	13	14	15	16	17	18	19	20	21	22
87	Chicago College of Pharmacy.....	1,800	260	\$4	\$5	\$36					October.
88	School of Pharmacy of Iowa Wesleyan University.....			35	5	10					March.
89	Louisville College of Pharmacy.....	300	50	5	10	36 & 51		\$1,200	\$70	\$1,025	March 12.
90	Maryland College of Pharmacy.....	500	5	4	5	45		2,000	140	2,550	June 26.
91	Massachusetts College of Pharmacy.....			20-35	5	32					March 12.
92	School of pharmacy, University of Michigan*	100	110	2	10	36	6,500	20,000	1,200	1,500	Not fixed.
93	St. Louis College of Pharmacy.....	1,000		45	5					7,000	February 18.
94	College of Pharmacy of the City of New York.....									200	March 10.
95	College of Pharmacy of Baldwin University.....	100		45	10	30	62,000	16,000	1,550	10,300	Middle of March.
96	Cincinnati College of Pharmacy.....	2,350	50	5	10	36	76,000				March 1.
97	Philadelphia College of Pharmacy.....	200		5	10	40				1,200	April 5.
98	Tennessee College of Pharmacy.....				15	25					
99	National College of Pharmacy.....										

* From Report of Commissioner of Education for 1873.

a Apparatus.

TABLE XIII.—Memoranda.

Name.	Location.	Remarks.
New England Female Medical College College of Physicians and Surgeons.....	Boston, Mass Wilmington, N. C.....	A department of Boston University. Closed.

TABLE XIV.—*Summary of examinations for admission to the United States Military and Naval Academies for the year 1874.*

States and Territories.	UNITED STATES MILITARY ACADEMY.										UNITED STATES NAVAL ACADEMY.										
	Candidates.					Accepted total.					Rejected.					Rejected.					
On what account.					For deficiency in—					On what account.					For deficiency in—						
No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.

Alabama.....	9	4	5	0	1	2	4	4	3	1	5	2	3	3	1	0	0	0	0	0	0
Arkansas.....	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
California.....	2	1	1	0	0	0	0	0	1	0	4	3	3	1	0	0	0	0	1	1	0
Connecticut.....	2	1	1	0	0	0	0	0	1	0	2	2	0	0	0	0	0	0	0	0	0
Delaware.....	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0
Florida.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Georgia.....	6	3	3	0	0	0	1	2	2	2	2	2	2	0	0	0	0	0	0	0	0
Illinois.....	9	3	6	0	0	0	4	1	3	5	14	7	7	0	0	0	0	0	0	0	0
Indiana.....	4	3	1	0	0	0	0	1	3	0	11	3	3	0	1	0	0	0	4	5	6
Iowa.....	4	3	1	1	0	0	0	0	0	0	3	3	3	0	0	0	0	0	0	0	0
Kansas.....	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0
Kentucky.....	8	5	3	0	0	0	2	3	2	2	5	5	3	3	1	0	0	0	2	2	2
Louisiana.....	5	1	4	0	0	0	1	4	3	4	4	1	3	0	0	0	0	0	3	2	1
Maine.....	3	1	2	0	0	0	1	1	2	1	1	1	1	0	0	0	0	0	0	0	0
Maryland.....	1	1	0	0	0	0	0	0	0	0	7	3	4	0	0	0	0	0	1	2	1
Massachusetts.....	6	3	3	0	0	0	0	0	1	2	7	4	3	0	0	0	0	0	3	1	0
Michigan.....	4	2	2	0	0	0	0	0	0	2	3	0	3	1	0	0	0	0	1	1	1
Minnesota.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mississippi.....	2	0	2	0	0	0	0	1	2	1	4	3	1	0	0	0	0	0	0	1	0
Missouri.....	6	6	0	0	0	0	0	0	0	0	2	5	3	3	0	0	0	0	0	0	0
Nebraska.....	1	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1	1	1
Nevada.....	2	0	2	0	0	0	1	1	0	2	1	1	0	0	0	0	0	0	0	0	0
New Hampshire.....	1	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0
New Jersey.....	1	1	0	0	0	0	0	0	0	0	3	0	3	1	0	0	0	0	0	0	0
New York.....	12	7	5	0	0	2	3	3	5	2	17	9	8	2	2	0	0	0	3	5	4
North Carolina.....	4	3	1	0	0	1	1	0	0	0	4	2	2	0	0	0	0	0	1	1	0
Ohio.....	7	4	3	0	0	0	1	1	2	1	5	2	3	1	0	0	0	0	1	2	0
Oregon.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pennsylvania.....	15	6	9	3	2	2	2	5	3	3	12	5	7	2	0	0	0	0	3	4	1
Rhode Island.....	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
South Carolina.....	5	1	0	0	1	3	4	3	3	2	3	2	1	0	0	0	0	0	1	1	1
Tennessee.....	4	2	2	0	0	0	1	1	2	1	6	3	3	0	0	0	0	0	2	2	1
Texas.....	3	3	0	0	0	0	0	0	0	0	3	1	2	0	0	0	0	0	1	1	1
Vermont.....	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0
Virginia.....	4	4	0	0	0	0	0	0	0	0	6	1	5	0	0	0	0	0	1	5	3
West Virginia.....	5	1	4	0	0	3	0	3	3	1	4	3	1	0	0	0	0	0	0	1	0
Wisconsin.....	4	4	0	0	0	0	0	0	0	0	2	1	1	0	0	0	0	0	0	1	1
Arizona.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Colorado.....	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0
Dakota.....	0	0	0	0	0	0	0	0	0	0	2	1	1	0	0	0	0	0	1	1	1
District of Columbia.....	1	1	0	0	0	0	0	0	0	0	3	1	2	0	0	0	0	0	1	2	0
Idaho.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Montana.....	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1	1	1
New Mexico.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Utah.....	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0
Washington.....	1	1	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0
Wyoming.....	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Foreign.....	3	1	2	1	0	1	1	1	1	1	62	62	0	0	0	0	0	0	0	0	0
At large.....	17	10	0	0	0	3	2	2	2	0	18	9	9	2	0	0	0	0	2	6	3
Total.....	160	89	60	4	4	25	30	36	46	19	163	89	94	14	0	0	0	0	35	64	45

a Accounted for in the States above, and excluded from total.

b Japanese students.

TABLE XV.—PART I.—Degrees conferred in 1874 by universities, colleges, scientific

[The following are the explanations of abbreviations used in Part 1 of this table: L. B., Bachelor of Science; B. C. E., Bachelor of Civil Engineering; C. E., Civil Engineer; B. Agr., Bachelor of Agronomy; Engineer; D. E., Dynamic Engineer; B. Arch., Bachelor of Architecture; Ph. B., Bachelor of D. B., Bachelor of Divinity; D. D., Doctor of Divinity; M. B., Bachelor of Medicine; M. D., Doctor of Laws; LL. D., Doctor of Laws.]

NOTE.—0 shows that no degrees were

Number.	Institutions and locations.	ALL CLASSES.		LETTERS.				SCIENCE.		
		All degrees.		In course, L. B.	A. B.		A. M.		Sc. B.	
		In course.	Honorary.		In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
1	2	3	4	5	6	7	8	9	10	
1	Agricultural and Mechanical College of Alabama, Auburn, Ala.	4	3	2				2	1	
2	Southern University, Greensboro', Ala.									
3	Howard College, Marion, Ala.	1	0		1					
4	Spring Hill College, near Mobile, Ala.									
5	Talladega College, Talladega, Ala.									
6	University of Alabama, Tuscaloosa, Ala.	14	1		1		2		2	
7	Cane Hill College, Boonsboro', Ark.	1			1					
8	Arkansas Industrial University, Fayetteville, Ark.	0	0							
9	St. John's College of Arkansas, Little Rock, Ark.	7	0				1		1	
10	Missionary College of St. Augustine, Benicia, Cal.	3	0						3	
11	St. Vincent's College, Los Angeles, Cal.									
12	University of California, Oakland, Cal.	35	0		8		2			
13	St. Mary's College, San Francisco, Cal.	5	0		4				1	
14	University College, San Francisco, Cal.	8								
15	Franciscan College, Santa Barbara, Cal.									
16	Santa Clara College, Santa Clara, Cal.	6	0		1				5	
17	University of the Pacific, Santa Clara, Cal.	6	0		1		4		1	
18	College of Our Lady of Guadalupe, Santa Inez, Cal.									
19	Pacific Methodist College, Santa Rosa, Cal.	3	0							
20	California College, Vacaville, Cal.									
21	Hesperian College, Woodland, Cal.									
22	Trinity College, Hartford, Conn.	29	3		19		10			
23	Wesleyan University, Middletown, Conn.	54	7		35		18	3	1	
24	Yale College, New Haven, Conn.	204	13		118		53	7		
25	Delaware College, Newark, Del.									
26	University of the State of Georgia, Athens, Ga.	40	0		6		2		4	
27	Atlanta University, Atlanta, Ga.									
28	Bowdon College, Bowdon, Ga.	2			2					
29	Mercer University, Macon, Ga.	17	3		14		3	2		
30	Emory College, Oxford, Ga.	28	4		24		4			
31	Abingdon College, Abingdon, Ill.	3							3	
32	Hedding College, Abingdon, Ill.	4	0		52					
33	Shurtleff College, Alton, Ill.	9	1		3		3	1		
34	Illinois Wesleyan University, Bloomington, Ill.	27	5		5		10	3	8	
35	St. Viator's College, Bourbonnais Grove, Ill.									
36	Blackburn University, Carlinville, Ill.									
37	Carthage College, Carthage, Ill.	0	0							
38	Chicago University, Chicago, Ill.	46	7		14		14	3	2	
39	St. Ignatius College, Chicago, Ill.									
40	Eureka College, Eureka, Ill.	10	0				4		2	
41	Northwestern University, Evanston, Ill.	45	e1							
42	Knox College, Galesburg, Ill.	17	2		4		8		4	
43	Lombard University, Galesburg, Ill.	8			83				5	
44	Illinois Agricultural College, Irvington, Ill.		1					1		
45	Illinois College, Jacksonville, Ill.	8	0		3		2		3	
46	McKendree College, Lebanon, Ill.	32	0		1		4		21	
47	Lincoln University, Lincoln, Ill.									
48	Monmouth College, Monmouth, Ill.	f 57								

a These are "mistress of science."

b These are "laureate of arts."

c Number of graduates reported.

TABLE XV.—PART 1.—Degrees conferred in 1874 by universities,

Number.	Institutions and locations.	ALL CLASSES.		LETTERS.				SCIENCE.		
		All degrees.		In course, L. B.	A. B.		A. M.		Sc. B.	
		In course.	Honorary.		In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
	1	2	3	4	5	6	7	8	9	10
49	Northwestern College, Naperville, Ill.	4	3		1			3	3	
50	Augustana College, Paxton, Ill.									
51	College of the Sacred Heart of Jesus, Ruma, Ill.									
52	St. Joseph's Ecclesiastical College, Teutopolis, Ill.									
53	Illinois Industrial University, Urbana, Ill.	0	0							
54	Westfield College, Westfield, Ill.	7	1		2			1	4	
55	Wheaton College, Wheaton, Ill.	27	3		2		2	3		
56	Bedford College, Bedford, Ind.	0	0							
57	Indiana University, Bloomington, Ind.	92	5		14			2	13	
58	Wabash College, Crawfordsville, Ind.									
59	Concordia College, Ft. Wayne, Ind.									
60	Fort Wayne College, Ft. Wayne, Ind.	0	0							
61	Franklin College, Franklin, Ind.	4	2		1					3
62	Indiana Asbury University, Greencastle, Ind.	56	3		28		11			8
63	Hanover College, Hanover, Ind.	21	2		10			5	5	
64	Hartsville University, Hartsville, Ind.		2							
65	Northwestern Christian University, Indianapolis, Ind.	10	0		4		6			
66	Purdue University, La Fayette, Ind.	0	0							
67	Union Christian College, Meroni, Ind.	1	1		1					
68	Moore's Hill College, Moore's Hill, Ind.	5	1		1			1	4	
69	University of Notre Dame du Lac, Notre Dame, Ind.	22	1		5		3		6	
70	Earlham College, Richmond, Ind.	10	0		4				6	
71	Ridgeville College, Ridgeville, Ind.	2			1					1
72	St. Meinrad's College, St. Meinrad, Ind.									
73	St. Bonaventure's College, Terre Haute, Ind.									
74	School of Industrial Science, Terre Haute, Ind.	0	0							
75	Iowa State Agricultural College, Ames, Iowa.	12	0						19	
76	Burlington University, Burlington, Iowa.									
77	Norwegian Luther College, Decorah, Iowa.	5	0		5					
78	University of Des Moines, Des Moines, Iowa.	0	0							
79	Upper Iowa University, Fayette, Iowa.	6	1		1				5	
80	Iowa College, Grinnell, Iowa.	10	2		10					
81	Humboldt College, Humboldt, Iowa.	0	0							
82	Simpson Centenary College, Indianola, Iowa.	10	2		5		2		2	
83	Iowa State University, Iowa City, Iowa.	109	0		14					
84	German College, Mt. Pleasant, Iowa.									
85	Iowa Wesleyan University, Mt. Pleasant, Iowa.	44	4		12		12		4	
86	Cornell College, Mt. Vernon, Iowa.	15	0		6		4		2	
87	Oskaloosa College, Oskaloosa, Iowa.	4					4			
88	Penn College, Oskaloosa, Iowa.									
89	Central University of Iowa, Pella, Iowa.	3	3		2		1	1		
90	Whittier College, Salem, Iowa.	8	2							8
91	Tabor College, Tabor, Iowa.	1	1		1			1		
92	Western College, Western College, Iowa.	7	1		2			1	4	
93	St. Benedict's College, Atchison, Kans.									
94	Baker University, Baldwin City, Kans.									
95	Highland University, Highland, Kans.									
96	State University, Lawrence, Kans.	3	2		1				1	
97	Lane University, Lecompton, Kans.									
98	Kansas State Agricultural College, Manhattan, Kans.	5	0		3					2
99	St. Mary's College, St. Mary's, Kans.									
100	Washburn College, Topeka, Kans.									
101	Berea College, Berea, Ky.									
102	Cecilian College, Cecilian Junction, Ky.	4			4					
103	Centre College, Danville, Ky.	10	2		8		2	1		
104	Eminence College, Eminence, Ky.	8	1		4			1		
105	Kentucky Military Institute, Farmdale P.-O., Ky.									

a Includes

colleges, scientific and other professional schools, &c.—Continued.

SCIENCE.								PHILOSOPHY.				ART.		THE- GEOLOGY.	MEDICINE.			LAW.		Number.		
Sc. M.		B. C. E. & C. E.		B. Agr.		B. M. E. & M. E.		B. Arch.		B. C. & M. E.		D. E.		Mus. B.		Mus. D.		Ph. B.			Ph. D.	
In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.		In course.	Honorary.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
																						49
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4																						105

3 "S. A."

TABLE XV.—PART 1.—Degrees conferred in 1874 by universities,

Number.	Institutions and locations.	ALL CLASSES.		LETTERS.				SCIENCE.	
		All degrees.		A. B.		A. M.		Sc. B.	
		In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.	Honorary.	In course.
1	2	3	4	5	6	7	8	9	10
106	Georgetown College, Georgetown, Ky.	16	1	...	9	...	5	...	2
107	Kentucky University, Lexington, Ky.	15	...	...	3	...	...	...	4
108	Kentucky Wesleyan University, Millersburg, Ky.	3	3	...	3	...	3	...	...
109	Concord College, New Liberty, Ky. ....	...	...	...	...	...	...	...	...
110	Central University, Richmond, Ky.	57	...	...	...	...	...	...	...
111	Bethel College, Russellville, Ky.	9	...	...	2	...	7	...	...
112	St. Mary's College, St. Mary's, Ky. ....	...	...	...	...	...	...	...	...
113	Louisiana State University, Baton Rouge, La.	68	22	...	2	...	1	...	1
114	St. Charles College, Grand Coteau, La.	6	...	...	6	...	...	...	...
115	Centenary College of Louisiana, Jackson, La. ....	...	...	...	...	...	...	...	...
116	Agricultural and Mechanical College of Louisiana, New Orleans, La.	0	0	...	...	...	...	...	...
117	Leland University, New Orleans, La. ....	...	...	...	...	...	...	...	...
118	New Orleans University, New Orleans, La. ....	...	...	...	...	...	...	...	...
119	Straight University, New Orleans, La. ....	...	...	...	...	...	...	...	...
120	St. Mary-Jefferson College, St. James, La.	4	...	...	...	...	4	...	...
121	Bowdoin College, Brunswick, Me.	63	8	...	34	...	8	3	1
122	Bates College, Lewiston, Me.	19	3	...	18	...	...	...	...
123	Maine State College of Agriculture and the Mechanic Arts, Orono, Me.	0	0	...	...	...	...	5	...
124	Colby University, Waterville, Me.	9	2	...	7	...	2	...	...
125	St. John's College, Annapolis, Md.	11	5	...	11	...	...	...	...
126	Washington College, Chestertown, Md.	3	1	...	3	...	...	...	...
127	Maryland Agricultural College, College Station, Md.	6	2	...	2	...	2	2	2
128	Rock Hill College, Ellicott City, Md. ....	...	...	...	...	...	...	...	...
129	St. Charles College, near Ellicott City, Md. ....	...	...	...	...	...	...	...	...
130	Mt. St. Mary's College, Emmittsburg, Md.	9	...	...	4	...	5	...	...
131	Frederick College, Frederick, Md. ....	...	...	...	...	...	...	...	...
132	Western Maryland College, Westminster, Md.	18	2	...	16	...	2	1	...
133	Amherst College, Amherst, Mass.	88	...	...	63	...	25	...	...
134	Massachusetts Agricultural College, Amherst, Mass.	13	0	...	...	...	...	13	...
135	Boston College, Boston, Mass.	0	0	...	...	...	...	...	...
136	Boston University, Boston, Mass.	33	...	...	...	...	...	...	...
137	Massachusetts Institute of Technology, Boston, Mass. ....	...	...	...	...	...	...	...	...
138	Harvard University, Cambridge, Mass.	257	4	...	158	...	8	3	5
139	Tufts College, Medford, Mass.	15	2	...	10	...	3	1	...
140	Williams College, Williamstown, Mass.	48	11	...	28	...	20	4	...
141	College of the Holy Cross, Worcester, Mass. ....	...	...	...	...	...	...	...	...
142	Worcester County Free Institute of Industrial Science, Worcester, Mass. ....	...	...	...	...	...	...	...	...
143	Adrian College, Adrian, Mich.	6	1	...	1	...	...	5	...
144	Albion College, Albion, Mich. ....	...	...	...	...	...	...	...	...
145	University of Michigan, Ann Arbor, Mich.	313	1	...	35	...	20	...	13
146	Hillsdale College, Hillsdale, Mich.	21	1	...	9	...	...	...	12
147	Hope College, Holland City, Mich.	10	...	...	4	...	6	...	...
148	Kalamazoo College, Kalamazoo, Mich.	13	2	...	1	...	6	...	3
149	Michigan State Agricultural College, Lansing, Mich.	27	0	...	...	...	...	...	21
150	Olivet College, Olivet, Mich.	8	1	...	3	...	...	5	...
151	University of Minnesota, Minneapolis, Minn.	2	0	...	1	...	...	1	...
152	Carleton College, Northfield, Minn.	2	0	...	2	...	...	...	...
153	St. John's College, St. Joseph, Minn. ....	...	...	...	...	...	...	...	...
154	Mississippi College, Clinton, Miss.	10	4	...	6	...	3	3	1
155	Shaw University, Holly Springs, Miss. ....	...	1	...	...	...	...	...	...
156	Mississippi Polytechnic and Agricultural College, Osyka, Miss. ....	...	...	...	...	...	...	...	...
157	University of Mississippi, Oxford, Miss.	16	2	...	8	...	1	2	...
158	Pass Christian College, Pass Christian, Miss. ....	...	...	...	...	...	...	...	...
159	Alcorn University, Rodney, Miss.	0	0	...	...	...	...	...	...

‡ These are S. T. D.

‡ Number of graduates reported.

colleges, scientific and other professional schools, &c.—Continued.

SCIENCE.								PHILOSOPHY.				ART.		THE- OLOGY.	MEDICINE.				LAW.		Number.		
Sc. M.		In course, B. C. E. & C. E.	In course, B. Agr.	In course, B. M. E. & M. E.	In course, B. Arch.	In course, C. & M. E.	In course, D. E.	Ph. B.		Ph. D.		In course, Mus. B.	Honorary, Mus. D.		In course, D. B.	Honorary, D. D.	In course, M. B.	In course, M. D.	In course, D. D. S.	In course, Ph. G.		In course, LL. B.	Honorary, LL. D.
In course.	Honorary.							In course.	Honorary.	In course.	Honorary.													In course, Mus. B.	Honorary, Mus. D.	In course, D. B.	Honorary, D. D.	In course, M. B.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32		
															1							106	
																						107	
																						108	
																						109	
																		57				110	
																						111	
								1										50				112	
																				14		113	
																						114	
																						115	
																						116	
																						117	
																						118	
																						119	
																						120	
															61	3	20					121	
																1					2	122	
																						123	
																1					1	124	
																2					3	125	
																1						126	
																						127	
																						128	
																						129	
																						130	
																						131	
																						132	
																						133	
																						134	
																						135	
															11			5		17		136	
																						137	
																9	1			41		138	
																0	1					139	
																	4				3	140	
																						141	
																						142	
																	1					143	
																						144	
	2		14					12									1	71		20	126	1	145
																						146	
																	1					147	
	6																					148	
																						149	
																	1					150	
																						151	
																						152	
																						153	
																					1	154	
																	1					155	
																						156	
																				5	1	157	
																						158	
																						159	

c These are D. D. M.

d Includes 1 "P. M."

TABLE XV.—PART 1.—Degrees conferred in 1874 by universities,

Number.	Institutions and locations.	ALL CLASSES.		LETTERS.				SCIENCE.		
		All-degrees.		In course, L. B.	A. B.		A. M.		Sc. B.	
		In course.	Honorary.		In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
	1	2	3	4	5	6	7	8	9	10
160	Madison College, Sharon, Miss.	0	0							
161	Tongaloo University, Tongaloo, Miss.									
162	Christian University, Canton, Mo.	3	0		3					
163	St. Vincent's College, Cape Girardeau, Mo.	10			4		5		1	
164	McGee College, College Mound, Mo.	27			11					
165	University of Missouri, Columbia, Mo.	1	0							
166	Central College, Fayette, Mo.	6	3		3		3			
167	Westminster College, Fulton, Mo.									
168	Lewis College, Glasgow, Mo.									
169	Lincoln College, Greenwood, Mo.									
170	Hannibal College, Hannibal, Mo.	5	0		5					
171	Woodland College, Independence, Mo.	0	0							
172	Thayer College, Kidder, Mo.	0	0							
173	William Jewell College, Liberty, Mo.	2	3		2					
174	St. Joseph College, St. Joseph, Mo.									
175	College of the Christian Brothers, St. Louis, Mo.	6			6					
176	St. Louis University, St. Louis, Mo.	9	1		9	1				
177	Washington University, St. Louis, Mo.	23	0		7		1			
178	Drury College, Springfield, Mo.	0	0							
179	Doane College, Crete, Nebr.									
180	University of Nebraska, Lincoln, Nebr.	3								3
181	Nebraska College, Nebraska City, Nebr.	0	2					1		
182	Dartmouth College, Hanover, N. H.	121	14		61		20	9	19	
183	Burlington College, Burlington, N. J.									
184	Stevens Institute of Technology, Hoboken, N. J.	3	0							
185	Rutgers College, New Brunswick, N. J.	53	9		29		16	2		
186	College of New Jersey, Princeton, N. J.	101			101					
187	Seton Hall College, South Orange, N. J.	29			17		12			
188	Alfred University, Alfred, N. Y.	7	0	63	2					2
189	St. Bonaventure's College, Allegany, N. Y.									
190	St. Stephen's College, Annandale, N. Y.	14	3		10		4	1		
191	Wells College, Aurora, N. Y.									
192	Brooklyn Collegiate and Polytechnic Institute, Brooklyn, N. Y.	3			1					2
193	St. Francis College, Brooklyn, N. Y.									
194	St. John's College, Brooklyn, N. Y.									
195	Canisius College, Buffalo, N. Y.									
196	St. Joseph's College, Buffalo, N. Y.									
197	St. Lawrence University, Canton, N. Y.	11	1				3			2
198	Hamilton College, Clinton, N. Y.	56	11		34		12	3		
199	Elmira Female College, Elmira, N. Y.	10			9		1			
200	Hobart College, Geneva, N. Y.	10	7		4		6			
201	Madison University, Hamilton, N. Y.	47	10		19		10	5		
202	Cornell University, Ithaca, N. Y.	666	0	4	4					31
203	Ingham University, Le Roy, N. Y.	8			2					6
204	College of the City of New York, New York, N. Y.	38	0		18		3			17
205	College of St. Francis Xavier, New York, N. Y.	23			18		5			
206	Columbia College, New York, N. Y.	235	5		23		19			
207	Manhattan College, New York, N. Y.	11	0		11					
208	Rutgers Female College, New York, N. Y.	6			6					
209	University of the City of New York, New York, N. Y.	113	7		8		2	1	4	
210	Vassar College, Poughkeepsie, N. Y.	43	0		43					
211	University of Rochester, Rochester, N. Y.	33	2		23		6	1	4	
212	Union University, Schenectady, N. Y.	173	6		21					
213	Seminary of Our Lady of Angels, Suspension Bridge, N. Y.	22			22					
214	Syracuse University, Syracuse, N. Y.	23	0		6		5		1	
215	Rensselaer Polytechnic Institute, Troy, N. Y.	11	0							
216	University of North Carolina, Chapel Hill, N. C.	0	0							
217	Davidson College, Davidson College, N. C.	19	2		17				2	
218	Rutherford College, Excelsior, N. Y.	2	5		2			2		
219	North Carolina College, Mt. Pleasant, N. C.	2			2					

^a Thirty-four degrees in horticulture were conferred on young men and fourteen on young women.

^b These are "laureate of arts."

Number of graduates reported.

colleges, scientific and other professional schools, &c.—Continued.

SCIENCE.								PHILOSOPHY.				ART.		THE- OLOGY.	MEDICINE.				LAW.		Number.																		
Sc. M.		In course, B. C. E. & C. E.		In course, B. Agr.		In course, B. M. E. & M. E.		In course, B. Arch.		In course, C. & M. E.		In course, D. E.		Ph. B.		Ph. D.		In course, Mus. B.		Honorary, Mus. D.		In course, D. B.		Honorary, D. D.		In course, M. B.		In course, M. D.		In course, D. D. S.		In course, Ph. G.		In course, L.L. B.		Honorary, L.L. D.			
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32																		
																																							160
																																							161
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																																							186
																																							187
																																							188

d Includes 3 "none pro tunc."

e Includes one "bachelor in mechanical engineering."

f These are S. T. D.

TABLE XV.—PART 1.—Degrees conferred in 1874 by universities,

Number.	Institutions and locations.	ALL CLASSES.		LETTERS.				SCIENCE.		
		All degrees.		In course, L. B.	A. B.		A. M.		Sc. B.	
		In course.	Honorary.		In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
1	2	3	4	5	6	7	8	9	10	
220	Trinity College, Trinity, N. C.	20	1		13		7			
221	Wake Forest College, Wake Forest, N. C.	4	1		2					
222	Buchtel College, Akron, Ohio	10	1						10	
223	Ohio University, Athens, Ohio.	10	3		3		5	1		
224	Baldwin University, Berea, Ohio	9	1		1		1	1		4
225	German Wallace College, Berea, Ohio.	0	0							
226	McCorkle College, Bloomfield, Ohio									
227	Cincinnati University, Cincinnati, Ohio									
228	Mt. St. Mary's of the West, Cincinnati, Ohio.	0	0							
229	St. Xavier College, Cincinnati, Ohio	12	0		9		3			
230	Farmers' College of Hamilton County, College Hill, Ohio.									
231	Capital University, Columbus, Ohio.									
232	Ohio Agricultural and Mechanical College, Columbus, Ohio.	0	0							
233	Ohio Wesleyan University, Delaware, Ohio.	56	4		35		21	2		
234	Kenyon College, Gambier, Ohio	12	1		9		3			
235	Denison University, Granville, Ohio	7	0		4		3			
236	Hiram College, Hiram, Ohio	8	0		2		2		1	
237	Western Reserve College, Hudson, Ohio	27	1		8					
238	Ohio Central College, Iberia, Ohio.									
239	Marietta College, Marietta, Ohio.	25	5		22		3	3		
240	Mt. Union College, Mt. Union, Ohio	57	3		23		34			
241	Franklin College, New Athens, Ohio									
242	Muskingum College, New Concord, Ohio.	6	3		6					
243	Oberlin College, Oberlin, Ohio	6								
244	Richmond College, Richmond, Ohio.							1		
245	One Study University, Scio, Ohio.		1							
246	Wittenberg College, Springfield, Ohio.	32	1		15		11			
247	Heidelberg College, Tiffin, Ohio.	7	8		5			3	2	1
248	Toledo University of Arts and Trades, Toledo, Ohio.									
249	Urbana University, Urbana, Ohio									
250	Otterbein University, Westerville, Ohio.	20	3		4		10		6	
251	Geneva College, West Geneva, Ohio.	5			3				2	
252	Willoughby College, Willoughby, Ohio									
253	Wilmington College, Wilmington, Ohio									
254	University of Wooster, Wooster, Ohio	28	7		22			1	6	
255	Wilberforce University, near Xenia, Ohio.	1	0		1					
256	Xenia College, Xenia, Ohio									
257	Antioch College, Yellow Springs, Ohio	7	0		4		3			
258	Corvallis College, Corvallis, Oreg	4			2				2	
259	Corvallis State Agricultural College, Corvallis, Oreg.	4			2				2	
260	Pacific University, Forest Grove, Oreg	6			2				2	
261	McMinnville College, McMinnville, Oreg									
262	Christian College, Monmouth, Oreg	4	0		1				3	
263	Philomath College, Philomath, Oreg	0	0		0					
264	Willamette University, Salem, Oreg	10	61		1				6	
265	Pennsylvania State College, Agricultural College Post-Office, Pa.	7	0		2				5	
266	Muhlenberg College, Allentown, Pa.	28	0		14		14			
267	Lebanon Valley College, Annville, Pa.	8	0		6		2			
268	Moravian College and Theological Seminary, Bethlehem, Pa.	4			4					
269	Dickinson College, Carlisle, Pa	28	4		15		13	1		
270	Pennsylvania Military Academy, Chester, Pa	3	21							
271	Lafayette College, Easton, Pa	63	4		20		25	4	1	
272	Ursinus College, Freeland, Pa	66	4							
273	Pennsylvania College, Gettysburg, Pa	40	13		23		15	3	2	
274	Thiel College, Greenville, Pa	6			6					
275	Haverford College, Haverford College, Pa.	10	0		10					
276	Franklin and Marshall College, Lancaster, Pa	27	6		24		3	2		

a Number of graduates reported.

b Six of these were conferred on young women and are equivalent to "Sc. B." in other places.

colleges, scientific and other professional schools, &c.—Continued.

SCIENCE.								PHILOSOPHY.				ART.		THE- OLOGY.		MEDICINE.				LAW.	
Sc. M.																					
In course.	Honorary.	In course, B. C. E. & C. E.		In course, B. Agt.		In course, B. M. E. & M. E.		In course, B. Arch.		In course, C. & M. E.		In course, D. E.		Ph. B.		Ph. D.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
								2							1						220
															1					1	221
															1						222
															1						223
																					224
																					225
																					226
																					227
																					228
																					229
																					230
																					231
																					232
																2					233
																				1	234
3																					235
																1					236
																	19				237
												1									238
																3					239
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																3					241
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															6						243
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																					245
																a6					246
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																	2				250
																					251
																					252
												2									253
																3					254
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																					265
																					266
																					267
																					268
																3					269
4		3																			270
	9			3				1													271
																					272
												2				4					273
																5					274
																					275
																					276
e M. D.		d Doctor of physical arts.										e Degrees not specified.									

c M. D.

d Doctor of physical arts.

e Degrees not specified.

TABLE XV.—PART 1.—Degrees conferred in 1874 by universities,

Number.	Institutions and locations.	ALL CLASSES.		LETTERS.				SCIENCE.		
		All degrees.		In course, L. B.	A. B.		A. M.		Sc. B.	
		In course.	Honorary.		In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
1	2	3	4	5	6	7	8	9	10	
277	St. Vincent's College, near Latrobe, Pa.									
278	University at Lewisburg, Lewisburg, Pa.	22	0		0		14		2	
279	St. Francis College, Loretto, Pa.									
280	Lincoln University, Lower Oxford, Pa.									
281	Allegheny College, Meadville, Pa.	28	0		13		15			
282	Mercersburg College, Mercersburg, Pa.	10	0		9		1			
283	Palatinate College, Myerstown, Pa.									
284	Westminster College, New Wilmington, Pa.	35	7		25		3	4	7	
285	La Salle College, Philadelphia, Pa.									
286	Polytechnic College of State of Pennsylvania, Philadelphia, Pa.									
287	St. Joseph's College, Philadelphia, Pa.									
288	University of Pennsylvania, Philadelphia, Pa.	192	1		12		26		9	
289	Wagner Free Institute of Science, Philadel- phia, Pa.									
290	Western University of Pennsylvania, Pitts- burg, Pa.	13	0		2		6			
291	Lehigh University, South Bethlehem, Pa.	25	0							
292	Swarthmore College, Swarthmore, Pa.	7			5				2	
293	Villanova College, Villanova Post-Office, Pa.	9	3		4				2	
294	Washington and Jefferson College, Washing- ton, Pa.	24	4		20		3			
295	Waynesburg College, Waynesburg, Pa.	17	1		6		3		6	
296	Brown University, Providence, R. I.	59	6		41		14	4		
297	College of Charleston, Charleston, S. C.									
298	University of South Carolina, Columbia, S. C.	5	0							
299	Erskine College, Due West, S. C.	6	2		6					
300	Furman University, Greenville, S. C.	5			3					
301	Claffin University, Orangeburg, S. C.									
302	Wofford College, Spartanburg Court-House, S. C.	20	3		13		7			
303	Newberry College, Wallhalla, S. C.	0	8					5		
304	Mt. Zion College, Winnsboro', S. C.									
305	East Tennessee Wesleyan University, Athens, Tenn.	25	2		2			1	2	
306	Beech Grove College, Beech Grove, Tenn.	1	0		1					
307	King College, Bristol, Tenn.	4	1		4					
308	Stewart College, Clarksville, Tenn.	3	3		3			1		
309	Greeneville and Tusculum College, Greeneville, Tenn.									
310	West Tennessee College, Jackson, Tenn.									
311	East Tennessee University, Knoxville, Tenn.	8	2		6		1		1	
312	Cumberland University, Lebanon, Tenn.	81	5		10			3	4	
313	Bethel College, McKenzie, Tenn.									
314	Maryville College, Maryville, Tenn.	6	1		6					
315	Christian Brothers' College, Memphis, Tenn.	0	0							
316	Mosheim Male and Female Institute, Mosheim, Tenn.	3			3					
317	Central Tennessee College, Nashville, Tenn.									
318	Fisk University, Nashville, Tenn.	0	0							
319	University of Nashville, Nashville, Tenn.	8	1		2		1	1	2	
320	Vanderbilt University, Nashville, Tenn.	e69								
321	University of the South, Sewanee P.-O., Tenn.	3	f2		2				1	
322	Hwassee College, near Sweetwater, Tenn.	5	4		4	3	1			
323	Texas Military Institute, Austin, Tex.	0	0							
324	St. Joseph's College, Brownsville, Tex.									
325	Agricultural and Mechanical College of Texas, Bryan, Tex.									
326	University of St. Mary, Galveston, Tex.	0	0							
327	Texas University, Georgetown, Tex.	0	0							
328	Henderson College, Henderson, Tex.									
329	Austin College, Huntsville, Tex.									
330	Baylor University, Independence, Tex.	0	2							
331	Wiley University, Marshall, Tex.									

a Degrees not specified.

b Number of graduates reported.

c Two of these are S. T. D.

d Includes one M. E. L.

TABLE XV.—PART 1.—Degrees conferred in 1874 by universities,

Number.	Institutions and locations.	ALL CLASSES.		LETTERS.				SCIENCE.		
		All degrees.		In course, L. B.	A. B.		A. M.		Sc. B.	
		In course.	Honorary.		In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
1	2	3	4	5	6	7	8	9	10	
332	Salado College, Salado, Tex.	3	.....		3	.....			
333	Trinity University, Tehuacana, Tex.	2	.....		1	.....			
334	Waco University, Waco, Tex.	7	0		1	.....	6	.....	
335	Marvin College, Waxahachie, Tex. ....	.....	.....				6	.....	
336	University of Vermont, Burlington, Vt.	45	3		10	.....	6	.....	3	
337	Middlebury College, Middlebury, Vt.	10	6				10	4		
338	Norwich University, (military,) Northfield, Vt.	3	3						3	3
339	Randolph Macon College, Ashland, Va.	2	3				2	.....	
340	Virginia Agricultural and Mechanical College, Blacksburg, Va.	0	0							
341	University of Virginia, near Charlottesville, Va.	42	0		2		2	.....	3	
342	Emory and Henry College, Emory, Va.	28	3		22		4	3	2	
343	Hampden Sidney College, Hampden Sidney, Va.	13	1		13					
344	Hampton Normal and Agricultural Institute, Hampton, Va.	0	0							
345	Virginia Military Institute, Lexington, Va.	237	.....						
346	Washington and Lee University, Lexington, Va.	38	10		14		3	.....	1	
347	New Market Polytechnic Institute, New Mar- ket, Va. ....	.....	.....					
348	Richmond College, Richmond, Va.	15	2		1		1	.....	
349	Roanoke College, Salem, Va.	24	5		15		9	3		
350	College of William and Mary, Williamsburg, Va.	3	2		2					
351	Bethany College, Bethany, W. Va.	14	4	6	7			4	1	
352	West Virginia College, Flemington, W. Va. ....	.....	1							
353	West Virginia University, Morgantown, W. Va.	14	0		7		1	.....	6	
354	Lawrence University, Appleton, Wis.	17	2		3		2	.....	7	
355	Beloit College, Beloit, Wis.	16	3		9		7	3		
356	Galesville University, Galesville, Wis.	0	0							
357	University of Wisconsin, Madison, Wis.	83	1	21	7				32	
358	Milton College, Milton, Wis.	28	1		6				1	
359	St. John's College, Prairie du Chien, Wis. ....	.....	.....					
360	Racine College, Racine, Wis.	13	4		10		3	.....	
361	Ripon College, Ripon, Wis.	8	0		3				5	
362	Pio Nono College, St. Francis Station, Wis. ....	.....	.....					
363	Northwestern University, Watertown, Wis.	1	0		1					
364	Georgetown College, Georgetown, D. C.	33	0		14		2	.....	
365	Columbian University, Washington, D. C. ....	.....	.....					
366	Gonzaga College, Washington, D. C. ....	.....	.....					
367	Howard University, Washington, D. C.	15	0		2					
368	National Deaf-Mute College, Washington, D. C.	6	.....		2		3	.....	1	
369	Colorado College, Colorado Springs, Colo. ....	.....	.....					
370	Evans University, Evans, Colo. ....	.....	.....					
371	Territorial School of Mines, Golden City, Colo. ....	.....	.....					
372	University of Deseret, Salt Lake City, Utah. ....	.....	.....					
373	Washington Territorial University, Seattle, Wash. ....	.....	.....					
374	Holy Angels' College, Vancouver City, Wash. ....	.....	.....					

a Includes 7 M. L.

b Number of graduates reported.

colleges, scientific and other professional schools, &c.—Concluded.

SCIENCE.								PHILOSOPHY.				ART.	THEOLOGY.	MEDICINE.				LAW.		Number.		
Sc. M.								Ph. B.		Ph. D.												
In course.	Honorary.	In course, B. C. E. & C. E.	In course, B. Agt.	In course, B. M. E. & M. E.	In course, B. Arch.	In course, C. & M. E.	In course, D. E.	In course.	Honorary.	In course.	Honorary.	In course, Mus. B.	Honorary, Mus. D.	In course, D. B.	Honorary, D. D.	In course, M. B.	In course, M. D.	In course, D. D. S.	In course, Ph. G.		In course, LL. B.	Honorary, LL. D.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		31	32
																						332
																						333
																						334
1		3		1				2								1		19			2	335
																1					1	336
																3						337
																						338
																						339
																						340
			2		3													16			14	341
																1						342
																						343
																						344
																						345
			4		1			3								7				10	3	346
																						347
																						348
																2				13		349
																2						350
																2						351
												1										352
5																1					1	353
																						354
																						355
																						356
																						357
																1				21		358
																						359
																d4						360
																						361
																						362
																						363
																				17		364
																						365
																		6			7	366
																						367
																						368
																						369
																						370
																						371
																						372
																						373
																						374

c Includes 1 L. S.

d These are S. T. D.

TABLE XV.—PART 2.—Degrees conferred in professional schools not connected with universities and colleges.

[The following are the explanations of abbreviations used in Part 2 of this table: D. B., Bachelor of Divinity; D. D., Doctor of Divinity; M. B., Bachelor of Medicine; M. D., Doctor of Medicine; D. D. S., Doctor of Dental Surgery; LL. B., Bachelor of Laws; LL. D., Doctor of Laws.]

NOTE.—0 shows that no degrees were conferred; indicates none reported.

Number.	Institutions and locations.	Degrees, in course.	Theology.		Medicine.		Law.	
			In course, D. B.	Honorary, D. D.	In course, M. B.	In course, M. D.	In course, D. D. S.	In course, LL. B.
								Honorary, LL. D.
	1	2	3	4	5	6	7	8
								9
	SCHOOLS OF THEOLOGY.							
1	Pacific Theological Seminary, Oakland, Cal.	1	1	.....	.....	.....	.....	.....
2	Theological Institute of Connecticut, Hartford, Conn.	a5	5	.....	.....	.....	.....	.....
3	Baptist Union Theological Seminary, Chicago, Ill.	4	4	.....	.....	.....	.....	.....
4	Chicago Theological Seminary, Chicago, Ill.	14	14	.....	.....	.....	.....	.....
5	Presbyterian Theological Seminary of the Northwest, Chicago, Ill.	a6	a6	.....	.....	.....	.....	.....
6	Garrett Biblical Institute, Evanston, Ill.	4	4	.....	.....	.....	.....	.....
7	Augustana Theological Seminary, Paxton, Ill.	a5	a5	.....	.....	.....	.....	.....
8	St. Joseph's College, Bardstown, Ky.	0	.....	.....	.....	.....	.....	.....
9	Danville Theological Seminary, Danville, Ky.	a1	a1	.....	.....	.....	.....	.....
10	Bangor Theological Seminary, Bangor, Me.	a14	a14	.....	.....	.....	.....	.....
11	St. Mary's Seminary, Baltimore, Md.	b20	.....	.....	.....	.....	.....	.....
12	Andover Theological Seminary, Andover, Mass.	a22	a22	.....	.....	.....	.....	.....
13	Newton Theological Institution, Newton Centre, Mass.	a26	a26	.....	.....	.....	.....	.....
14	New Church Theological School, Waltham, Mass.	0	.....	.....	.....	.....	.....	.....
15	Seabury Divinity College, Fairbault, Minn.	4	4	.....	.....	.....	.....	.....
16	Augsburg Seminary, Minneapolis, Minn.	a6	a6	.....	.....	.....	.....	.....
17	Bishop Green Associate Mission and Training School, Dry Grove, Miss.	a1	a1	.....	.....	.....	.....	.....
18	German Evangelical Lutheran Concordia College, St. Louis, Mo.	a44	a44	.....	.....	.....	.....	.....
19	German Theological School of Newark, Bloomfield, N. J.	a8	a8	.....	.....	.....	.....	.....
20	Drew Theological Seminary, Madison, N. J.	13	13	.....	.....	.....	.....	.....
21	Theological Seminary of the Reformed Church in America, New Brunswick, N. J.	a6	a6	.....	.....	.....	.....	.....
22	Theological Seminary of the Presbyterian Church at Princeton, Princeton, N. J.	a28	a28	.....	.....	.....	.....	.....
23	Auburn Theological Seminary, Auburn, N. Y.	a10	a10	.....	.....	.....	.....	.....
24	De Lancey Divinity School, Geneva, N. Y.	a3	a3	.....	.....	.....	.....	.....
25	Newburg Theological Seminary, Newburg, N. Y.	a4	a4	.....	.....	.....	.....	.....
26	General Theological Seminary of the Protestant-Episcopal Church, New York, N. Y.	a24	a24	.....	.....	.....	.....	.....
27	Union Theological Seminary, New York, N. Y.	a33	a33	.....	.....	.....	.....	.....
28	St. Joseph's Provincial Seminary, Troy, N. Y.	c31	c31	.....	.....	.....	.....	.....
29	Theological Seminary of St. Charles Borromeo, Carthage, Ohio.	c2	c2	.....	.....	.....	.....	.....
30	Lane Theological Seminary, Cincinnati, Ohio.	a19	a19	.....	.....	.....	.....	.....
31	Union Biblical Seminary, Dayton, Ohio.	a8	a8	.....	.....	.....	.....	.....
32	United Presbyterian Theological Seminary, Xenia, Ohio.	a12	a12	.....	.....	.....	.....	.....
33	Theological Seminary of the United Presbyterian Church, Allegheny City, Pa.	a12	a12	.....	.....	.....	.....	.....
34	Western Theological Seminary of the Presbyterian Church, Allegheny City, Pa.	a35	a35	.....	.....	.....	.....	.....
35	Theological Seminary of the Evangelical Lutheran Church, Gettysburg, Pa.	a9	a9	.....	.....	.....	.....	.....
36	Theological Seminary, Lancaster, Pa.	a9	a9	.....	.....	.....	.....	.....
37	Meadville Theological School, Meadville, Pa.	a6	a6	.....	.....	.....	.....	.....
38	Philadelphia Divinity School of the Protestant-Episcopal Church, Philadelphia, Pa.	c5	c5	.....	.....	.....	.....	.....
39	Theological Seminary of the Evangelical Lutheran Church, Philadelphia, Pa.	a11	a11	.....	.....	.....	.....	.....
40	St. Michael's Theological Seminary, Pittsburg, Pa.	0	.....	.....	.....	.....	.....	.....
41	Missionary Institute, Selin's Grove, Pa.	a5	.....	.....	.....	.....	.....	.....
42	Crozer Theological Seminary, Upland, Pa.	a21	a21	.....	.....	.....	.....	.....

a Number of graduates reported; diplomas conferred.

b Degrees not specified.

c Priests ordained during the year.

TABLE XV.—PART 2.—Degrees conferred in professional schools, &c.—Continued.

Number.	Institutions and locations.	Degrees, of all classes, in course.	Theology.		Medicine.			Law.	
			In course, D. D.	Honorary, D. D.	In course, M. B.	In course, M. D.	In course, D. D. S.	In course, LL. B.	Honorary, LL. D.
	1	2	3	4	5	6	7	8	9
43	Theological Seminary of the General Assembly of the Presbyterian Church in the United States, Columbia, S. C.	a21	a21	.....	.....	.....	.....	.....	.....
44	Southern Baptist Theological Seminary, Greenville, S. C.	b4	b4	.....	.....	.....	.....	.....	.....
45	Theological Seminary of the Protestant-Episcopal Church, near Alexandria, Va.	a12	a12	.....	.....	.....	.....	.....	.....
46	Union Theological Seminary of the General Assembly, Hampden Sydney, Va.	a14	a14	.....	.....	.....	.....	.....	.....
47	Nashotah House, Nashotah Mission, Wis.	5	5	.....	.....	.....	.....	.....	.....
48	Wayland Seminary, Washington, D. C.	a6	a6	.....	.....	.....	.....	.....	.....
SCHOOLS OF LAW.									
49	School of Law, University of Maryland, Baltimore, Md.	18	.....	.....	.....	.....	.....	18	.....
50	Law School of Cincinnati College, Cincinnati, Ohio.	35	.....	.....	.....	.....	.....	35	.....
51	Law department, National University, Washington, D. C.	37	.....	.....	.....	.....	.....	37	.....
SCHOOLS OF MEDICINE.									
52	Medical College of Alabama, Mobile, Ala.	30	.....	.....	.....	30	.....	.....	.....
53	Atlanta Medical College, Atlanta, Ga.	37	.....	.....	.....	37	.....	.....	.....
54	Savannah Medical College, Savannah, Ga.	2	.....	.....	.....	2	.....	.....	.....
55	Bennett College of Eclectic Medicine and Surgery, Chicago, Ill.	32	.....	.....	.....	32	.....	.....	.....
56	Chicago College of Pharmacy, Chicago, Ill.	68	.....	.....	.....	.....	.....	.....	.....
57	Hahnemann Medical College and Hospital of Chicago, Chicago, Ill.	22	.....	.....	.....	22	.....	.....	.....
58	Rush Medical College, Chicago, Ill.	78	.....	.....	.....	78	.....	.....	.....
59	Woman's Hospital Medical College, Chicago, Ill.	6	.....	.....	.....	6	.....	.....	.....
60	Medical College of Evansville, Evansville, Ind.	10	.....	.....	.....	10	.....	.....	.....
61	Indiana Medical College, Indianapolis, Ind.	49	.....	.....	.....	49	.....	.....	.....
62	College of Physicians and Surgeons, Keokuk, Iowa.	73	.....	.....	.....	73	.....	.....	.....
63	Louisville College of Pharmacy, Louisville, Ky.	c6	.....	.....	.....	.....	.....	.....	.....
64	Louisville Medical College, Louisville, Ky.	d64	.....	.....	.....	62	.....	.....	.....
65	Medical department, University of Louisville, Louisville, Ky.	126	.....	.....	.....	126	.....	.....	.....
66	Baltimore College of Dental Surgery, Baltimore, Md.	18	.....	.....	.....	.....	18	.....	.....
67	College of Physicians and Surgeons of Baltimore, Baltimore, Md.	27	.....	.....	.....	27	.....	.....	.....
68	Maryland College of Pharmacy, Baltimore, Md.	c15	.....	.....	.....	.....	.....	.....	.....
69	Maryland Dental College, Baltimore, Md.	10	.....	.....	.....	10	.....	.....	.....
70	School of Medicine, University of Maryland, Baltimore, Md.	47	.....	.....	.....	47	.....	.....	.....
71	School of Medicine, Washington University, Baltimore, Md.	30	.....	.....	.....	30	.....	.....	.....
72	Boston Dental College, Boston, Mass.	12	.....	.....	.....	.....	12	.....	.....
73	Massachusetts College of Pharmacy, Boston, Mass.	c44	.....	.....	.....	.....	.....	.....	.....
74	Detroit Medical College, Detroit, Mich.	21	.....	.....	.....	21	.....	.....	.....
75	Kansas City College of Physicians and Surgeons, Kansas City, Mo.	0	.....	.....	.....	.....	.....	.....	.....
76	Homeopathic Medical College of Missouri, St. Louis, Mo.	17	.....	.....	.....	17	.....	.....	.....
77	Missouri Dental College, St. Louis, Mo.	7	.....	.....	.....	.....	7	.....	.....
78	Missouri Medical College, St. Louis, Mo.	50	.....	.....	.....	50	.....	.....	.....
79	St. Louis College of Pharmacy, St. Louis, Mo.	c15	.....	.....	.....	.....	.....	.....	.....
80	St. Louis Medical College, St. Louis, Mo.	f52	.....	.....	.....	48	.....	.....	.....
81	Medical department, University of Buffalo, Buffalo, N. Y.	36	.....	.....	.....	36	.....	.....	.....
82	Bellevue Hospital Medical College, New York, N. Y.	165	.....	.....	.....	165	.....	.....	.....
83	College of Physicians and Surgeons, New York, N. Y.	84	.....	.....	.....	84	.....	.....	.....
84	College of Pharmacy of the City of New York, New York, N. Y.	c34	.....	.....	.....	.....	.....	.....	.....

a Number of graduates reported; diplomas conferred.

b Full graduates; diplomas also conferred on graduates in separate schools.

c Graduates in pharmacy, (Ph. G.)

d Includes 2 ad eundem degrees.

e Graduates in pharmacy, chemistry, and materia medica.

f Includes 4 ad eundem degrees.

TABLE XV.—PART 2.—Degrees conferred in professional schools, &c.—Concluded.

Number.	Institutions and locations.	Degrees, of all classes, in course.	Theology.		Medicine.			Law.	
			In course, D. B.	Honorary, D. D.	In course, M. B.	In course, M. D.	In course, D.D. S.	In course, LL. B.	Honorary, LL. D.
	1	2	3	4	5	6	7	8	9
85	Eclectic Medical College of the City of New York, New York, N. Y.	22	.....	.....	.....	22	.....	.....	.....
86	Free Medical College for Women, New York, N. Y.	14	.....	.....	.....	14	.....	.....	.....
87	New York College of Dentistry, New York, N. Y.	12	.....	.....	.....	.....	12	.....	.....
88	New York Homeopathic Medical College, New York, N. Y.	32	.....	.....	.....	32	.....	.....	.....
89	New York Medical College and Hospital for Women, New York, N. Y.	7	.....	.....	.....	7	.....	.....	.....
90	Medical College of Ohio, Cincinnati, Ohio	86	.....	.....	.....	86	.....	.....	.....
91	Miami Medical College, Cincinnati, Ohio	54	.....	.....	.....	54	.....	.....	.....
92	Ohio College of Dental Surgery, Cincinnati, Ohio	11	.....	.....	.....	.....	11	.....	.....
93	Cleveland Medical College, Cleveland, Ohio	22	.....	.....	.....	22	.....	.....	.....
94	Starling Medical College, Columbus, Ohio	14	.....	.....	.....	14	.....	.....	.....
95	Hahnemann Medical College of Philadelphia, Philadelphia, Pa.	27	.....	.....	.....	27	.....	.....	.....
96	American University and Eclectic Medical College, Philadelphia, Pa.	113	.....	.....	.....	98	15	.....	.....
97	Jefferson Medical College, Philadelphia, Pa.	151	.....	.....	.....	151	.....	.....	.....
98	Pennsylvania College of Dental Surgery, Philadelphia, Pa.	34	.....	.....	.....	.....	34	.....	.....
99	Philadelphia College of Pharmacy, Philadelphia, Pa.	a81	.....	.....	.....	.....	.....	.....	.....
100	Philadelphia Dental College, Philadelphia, Pa.	30	.....	.....	.....	.....	30	.....	.....
101	Woman's Medical College of Pennsylvania, Philadelphia, Pa.	18	.....	.....	.....	18	.....	.....	.....
102	Medical College of the State of South Carolina, Charleston, S. C.	b20	.....	.....	.....	27	.....	.....	.....
103	Tennessee College of Pharmacy, Nashville, Tenn.	a2	.....	.....	.....	.....	.....	.....	.....
104	Texas Medical College and Hospital, Galveston, Tex.	c18	.....	.....	.....	17	.....	.....	.....
105	Medical College of Virginia, Richmond, Va.	13	.....	.....	.....	13	.....	.....	.....
106	National College of Pharmacy, Washington, D. C.	d3	.....	.....	.....	.....	.....	.....	.....

a Graduates in pharmacy, (Ph. G.)

b Includes 2 degrees in pharmacy.

c Includes 1 ad eundem degree.

d Doctors of pharmacy.

TABLE XV.—PART 3.—Degrees conferred in schools for the superior instruction of women.

[The following are the explanations of abbreviations used in Part 3 of this table: A. B., Graduate in Arts; A. M., Mistress of Arts; B. L. A., Graduate in Liberal Arts; M. L. A., Mistress of Liberal Arts; M. E. L., Mistress of English Literature; L. C., Laureate of Letters; M. Sc., Mistress of Science; B. Sc., Graduate in Science; M. Mus., Mistress of Music.]

Number.	Institutions and locations.	All degrees.			A. M.								
		In course.	Honorary.	A. B.	In course.	Honorary.	B. L. A.	M. L. A.	M. E. L.	L. C.	M. Sc.	B. Sc.	Mis. Mus.
1		2	3	4	5	6	7	8	9	10	11	12	13
1	Florence Synodical Female College, Florence, Ala.	6						6					
2	Huntsville Female College, Huntsville, Ala.	11		a11									
3	Judson Female Institute, Marion, Ala.	b16											
4	Tuscaloosa Female College, Tuscaloosa, Ala.	1			1								
5	Alabama Conference Female College, Tuskegee, Ala.	12						12					
6	Furlow Masonic Female College, Americus, Ga.	12			12								
7	Southern Masonic Female College, Covington, Ga.	10		10									
8	Andrew Female College, Cuthbert, Ga.	11		a11									
9	Dalton Female College, Dalton, Ga.	4							4				
10	Wesleyan Female College, Macon, Ga.	c19		c19									
11	Georgia Female College, Madison, Ga.	1		a1									
12	College Temple, Newnan, Ga.	11			10				1				
13	Almira College, Greenville, Ill.	12		12									
14	Illinois Female College, Jacksonville, Ill.	14						4	10				
15	Ferry Hall, (Lake Forest University,) Lake Forest, Ill.	6								6			
16	Rockford Seminary, Rockford, Ill.	6		6									
17	De Pauw Female College, New Albany, Ind.	12			2			10					
18	Lexington Female College, Lexington, Ky.	6		6									
19	Louisville Female College, Louisville, Ky.	9		9									
20	Millersburg Female College, Millersburg, Ky.	10			3			7					
21	Bourbon Female College, Paris, Ky.	12									12		
22	Logan Female College, Russellville, Ky.	5						5					
23	Shelbyville Female College, Shelbyville, Ky.	3			3								
24	Stanford Female College, Stanford, Ky.	3						3					
25	Silliman Female Collegiate Institute, Clinton, La.	3						3					
26	Maine Wesleyan Seminary and Female College, Kent's Hill, Me.	3		3									
27	Baltimore Female College, Baltimore, Md.	6		3				3					
28	Cambridge Female Seminary, Cambridge, Md.	3			3								
29	Whitworth Female College, Brookhaven, Miss.	10			1			9					
30	Columbus Female Institute, Columbus, Miss.	4			4								
31	Franklin Female College, Holly Springs, Miss.	8			5			3					
32	Meridian Female College, Meridian, Miss.	3			3								
33	Union Female College, Oxford, Miss.	8			8								
34	Chickasaw Female College, Pontotoc, Miss.	8			8								
35	Stephens Female College, Columbia, Mo.	6						6					
36	Independence Female College, Independence, Mo.	8			7								
37	Lindenwood College for Young Ladies, St. Charles, Mo.	2			2								
38	Mary Institute, (Washington University,) St. Louis, Mo.	4		4									

a Graduate of first degree, equivalent to A. B.

b Graduates—degrees not specified.

c Graduate of first degree; 21 graduates of second degree were also conferred.

TABLE XV.—PART 3.—Degrees conferred in schools, &c.—Concluded.

Number.	Institutions and locations.	All degrees.		A. M.		B. L. A.	M. L. A.	M. E. L.	L. C.	M. Sc.	B. Sc.	Mis. Mus.
		In course.	Honorary.	A. B.	In course.	Honorary.						
1	2	3	4	5	6	7	8	9	10	11	12	13
39	Adams Female Academy, Derry, N. H.	a6										
40	Tilden Ladies' Seminary, West Lebanon, N. H.	b10		c5								
41	Bordentown Female College, Bordentown, N. J.	3						3				
42	Greensboro' Female College, Greensboro', N. C.	8		8								
43	Wesleyan Female College, Murfreesboro', N. C.	a2										
44	Cincinnati Wesleyan College, Cincinnati, Ohio.	26		9							17	
45	Ohio Wesleyan Female College, Delaware, Ohio.	14		2				4			7	1
46	Highland Institute, Hillsboro', Ohio.	9						9				
47	Hillsboro' Female College, Hillsboro', Ohio.	10						2	6			2
48	Oberlin College, (ladies' department,) Oberlin, Ohio.	3		3								
49	Wilson Female College, Chambersburg, Pa.	9		5							4	
50	Pennsylvania Female College, Collegeville, Pa.	6		6								
51	Irving Female College, Mechanicsburg, Pa.	5		4				1				
52	Pittsburg Female College, Pittsburg, Pa.	7						3	4			
53	Columbia Female College, Columbia, S. C.	24			24							
54	Due West Female College, Due West, S. C.	10			10							
55	Bellevue Female College, Colliersville, Tenn.	6						6				
56	Cumberland Female College, McMinnville, Tenn.	5			5							
57	State Female College, near Memphis, Tenn.	17			17							
58	W. E. Ward's Seminary for Young Ladies, Nashville, Tenn.	48			48							
59	Mary Sharp College, Winchester, Tenn.	21		18	3							
60	Lamar Female Seminary, Paris, Tex.	a4										
61	Martha Washington College, Abingdon, Va.	a4										
62	Hollin's Institute, Botetourt Springs, Va.	a2										
63	Petersburg Female College, Petersburg, Va.	a1										
64	Staunton Female Seminary, Staunton, Va.	a3										
65	Wesleyan Female Institute, Staunton, Va.	a6										

a Graduates—degrees not specified.

b Includes 5 of the "second degree."

c Graduate of first degree, equivalent to A. B.

TABLE XVI.—Statistics of Libraries for 1874; from replies to inquiries by the United States Bureau of Education.

NOTE.—× signifies an affirmative answer; 0 signifies no or none; signifies no returns.

Number.	Name.	Location.	When founded.	Librarian.	Permanent fund.		Number of volumes in library.	Number of pamphlets in library.	Number of manuscripts in library.	Annual increase in—	
					Amount.	Annual income.				Books.	Pamphlets.
	1	2	3	4	5	6	7	8	9	10	11
1	Franklin Society Reading-Room and Library.	Mobile, Ala.	1835	William M. De Grasse.			3,670	12		250	50
2	Old Fellows' Library.	Maryville, Cal.	1823	John Norton.			1,200				
3	Old Fellows' Library.	Nevada City, Cal.	1855	E. A. Foster.			2,340			60	
4	Old Fellows' Library.	Sacramento, Cal.	1872	Francis Lenoir.			27,353	0		325	
5	Society of California Pioneers Library.	San Francisco, Cal.	1850	Louis R. Lull.	\$20,000	\$1,800	5,500	1,500	1,950		
6	San José Library Association.	San José, Cal.	1872	George W. Fentress.	1,181	118	3,862	36	0	1,035	
7	Vallejo Library.	Vallejo, Cal.	1850	James Phillips.	0	0	12,000	800	0		36
8	Babeock Library.	Ashford, Conn.	1865	Peter Platt.	2,700	162	1,000	0	0	100	
9	Colechester Library.	Colechester, Conn.	1854	Miss Emma Fitch.	500	30	1,350	0	0	80	
10	High School Library.	Hartford, Conn.					1,700				
11	Manchester Library Association.	Manchester, Conn.	1871	George A. Easton.	0	0					
12	Mifflord Lyceum Library.	Mifflord, Conn.		Alphonso Smith.			1,300				12
13	Bartholomew's Library.	New Haven, Conn., (75 Orange st.)	1871	L. B. Bartholomew.			3,000			300-500	
14	Young Men's Institute Library.	New Haven, Conn.	1826	Mrs C. Lizzie Todd.	30,000		10,000			100	
15	Young Men's Library Association.	New London, Conn.	1840	Nathan R. Chappell.	0	0	3,000	0	0	70	0
16	Acton Library.	Saybrook, Conn.	1852	Miss Amelia Clark.	2,500		1,000			100	
17	The Shesbury Free Library.	Shesbury, Conn.	1874	George C. End.	1,500		1,000			100	
18	Stonington Book-Club and Circulating Library.	Stonington, Conn.	1858	Miss Emma W. Palmer, president.	0	0	1,600	500		100	
19	Beardsley Library.	West Winsted, Conn.	1874	Miss Louise M. Carrington.	5,000	500	3,200	0			
20	Wolcottville Library Association.	Wolcottville, Conn.	1864	Mrs. Woodruff.	0	0	1,500			95	
21	Library of the Delaware Historical Society.	Wilmington, Del.	1864	R. P. Johnson, M. D.	0	0	400			50	
22	Florida Circulating Library.	Jacksonville, Fla.	1873	E. B. Kellogg.			1,500			250	
23	Young Men's Library.	Atlanta, Ga.	1867	Charles Herbst.			4,510	100	0		
24	Young Men's Library Association.	West Point, Ga.	1872	Morris Herzberg.	0	0	1,200	300	0	300	160
25	Basinell Library Association.	Bushnell, Ill.	1869	Joseph B. McConnell.	0	0	1,000	25		125	20
26	Cobb's Library.	Chicago, Ill., (33 Monroe st.)	1869	L. M. Cobb.			9,126	0	0	27	600

TABLE XVI.—Statistics of Libraries for 1874, &c.—Continued.

Number.	Name.	Location.	When founded.	Librarian.	Permanent fund.		Number of volumes in library.	Number of pamphlets in library.	Number of manuscripts in library.	Annual increase in—	
					Amount.	Annual income.				Books.	Pamphlets.
					5	6	7	8	9	10	11
27	Library of the Chicago Turngemeinde	Chicago, Ill.	1866	Edu. C. Witte.			1,500			125	
28	Union Catholic Library Association	Chicago, Ill.	1868	Mary A. Duffy.	\$0	\$0	1,972		0	210	
29	West Side Library	Chicago, Ill., (329 W. Madison st.)	1869	Emerson & Kennedy			6,000	50		1,000	20
30	Culbertson Library.	Danville, Ill.	1867	Rev. A. L. Brooks	2,000		1,250			0	
31	Ladies' Library Association.	Detroit, Ill.	1867	Miss Libbie Jack, cor. sec.	0	0	2,000				
32	Elgin Free Public Library	Elgin, Ill.	1874	L. H. Yarwood.	0	0	1,800	200	0		
33	Jacksonville Reading-Room and Library	Jacksonville, Ill.	1874	H. W. Milligan, secretary board of managers.	0	0	1,625	0	0	130	
34	Mendota Library Association	Mendota, Ill.	1874	J. D. Moody.			1,020	0	0		
35	Moline Public Library	Moline, Ill.	1873	Kato S. Holt.			3,000			856	
36	Olney Public Library	Olney, Ill.	1872	T. W. Hutchinson.	0	0	2,000	200	0	300	
37	Ladies' Free Reading-Room and Public Library.	Pittsfield, Ill.	1874	Miss Louise Lusk.	0	0	1,203				
38	Public Library of the City of Rockford	Rockford, Ill.	1872	William L. Rowland			6,500	400		800	
39	Rock Island Public Library	Rock Island, Ill.	1872	Miss Ellen Gato.	0	0	3,676	0		755	
40	Library of Illinois State Board of Agriculture.	Springfield, Ill.	1853	S. D. Fisher, secretary.	0	0	201				
41	Supreme Court Library for the Central Grand Division of the State of Illinois.	Springfield, Ill.	1837	E. C. Hamburgler	0	0	4,000	0			
42	Urbana Free Library	Urbana, Ill.	1872	Miss Ida Haines	0	0	1,046		0		
43	Edkard Ladies' Library	Elkhardt, Ind.	1866	Mrs. A. E. Ebbel.	0	0	1,250	73	0		
44	John A. Boeller's Circulating Library	Evansville, Ind.	1872	John A. Boeller.	0	0	3,300			300	
45	Pigeon Township Library	Pigeon, Ind.	1871	Fred. Blend	0	0	1,200				
46	Fort Wayne Catholic Library Association.	Fort Wayne, Ind.	1871	Philip J. Singleton.	0	0	3,000			300	
47	Fort Wayne Public School Library	Ft. Wayne, Ind.	1869	Leonora J. Drake	0	0	1,000	100	0	0	0
48	Marion County Library	Indianapolis, Ind.	1844	Lizzie L. Hatley	2,000	300	3,000			200	
49	La Porte Library and Natural History Association.	La Porte, Ind.	1856	Mrs. Mary S. Willard.	2,500	250	3,000	0	0	175	50
50	Public Library of Muncie	Muncie, Ind.		Mrs. H. L. Patterson			2,230				
51	Morrison Library	Richmond, Ind.	1864	Mrs. Sarah A. Wrigley			3,294			392	
52	Vincennes Library	Vincennes, Ind.	1807	F. W. Viehe			2,000			0	

53	Cedar Falls Library Association.....	1869	A. L. Degnn.....	1,000	85	1,025	50
54	Elms Free Library.....	1874	Miss Bessie R. Penney.....	1,000	5	1,000	107
55	Des Moines Library.....	1866	John Walden, Jr., manager.....	0	250	250	35
56	Des Moines Library.....	1866	Anna Carpenter.....	0	0	3,400	100
57	Lyons Young Men's Association.....	1865	James W. Logan.....	0	0	1,500	200
58	Waterloo Library Association.....	1866	Judge H. W. Ide.....	0	0	2,112	125
59	Leavenworth Law Library.....	1873	James Patton.....	0	0	1,314	50
60	City Library.....	1868	George Ellis.....	0	0	9,000	1,000
61	Ellis's Circulating Library.....	1872	Am. Lutton.....	0	0	25,000	25,000
62	Louisiana State Library.....	1843	Miss Elodie Richardson.....	0	0	21,832	450
63	Young Men's Christian Association Li- brary.....	1867	Addison Snell.....	0	0	1,757	550
64	Peabodoc Bar Library.....	1849	Albert W. Paine.....	0	0	1,003	30
65	Patton Library Association.....	1847	A. B. Farmlan.....	0	0	2,500	50
66	Library of Maine Historical Society.....	1824	Alphous S. Peckard.....	10,000	0	3,650	3,500
67	Manufacturers' and Mechanics' Library.....	1861	Mary A. Little.....	0	0	5,200	500
68	Library of the Social Democratic Turn- ers' Union of Baltimore.....	1851	F. Lisk, sr., and Charles Schradner.....	0	0	1,370	0
69	Maryland Historical Society Library.....	1843	John J. Jacobson.....	20,000	1,200	13,000	10
70	Old Elchows' Library, No. 85.....	1868	William Thon.....	0	0	1,000	200
71	Sandy Spring Library.....	1841	Mrs. E. R. Turner.....	100	0	1,200	30
72	Centric Abington Library.....	1854	James H. Davis.....	0	0	3,465	196
73	Public Library of Amesbury and Salisbury	1856	Ballard Holt, 2d.....	20,000	1,400	4,180	600
74	Memorial Hall Library.....	1873	H. F. Brooks.....	1,700	102	1,842	100
75	Barre Town Library.....	1857	David Mack.....	0	0	2,258	200
76	Belmont Free Public Library.....	1867	Mrs. Sarah S. Cushman.....	3,000	250	3,000	100
77	Cushman Library.....	1862	Oscar A. Archer.....	0	0	1,077	100
78	Blackinton Library.....	1856	George Ames.....	0	0	3,000	165
79	Attleboro and Library Association.....	1856	Mrs. Rollins.....	0	0	1,500	500
80	Dorchester Young Men's Christian Union Li- brary.....	1856	John F. Locke.....	0	0	3,635	50
81	Dorchester Athenaeum.....	1852	Jonathan P. Marsh.....	0	0	800	175
82	Deaf-Mute Library Association.....	1872	Mrs. A. Hemmenway.....	0	0	3,657	75
83	Dorchester Athenaeum.....	1857	Rev. N. G. Clark, D. D.....	0	0	6,000	(1283)
84	Library of American Board of Commis- sioners of Foreign Missions.....	1825	Edward Burgess.....	0	0	10,000	300
85	Library of Boston Society of Natural History.....	1831	George W. Lindsey.....	6	0	3,000	50
86	Lindsey's Circulating Library.....	1861	L. Liscorn.....	0	0	1,000	10,000
87	Liscorn's Circulating Library.....	1849	A. K. Loring.....	0	0	4,000	4,000
88	Loring's Select Library.....	1859	Charles H. Merrill.....	0	0	1,000	200
89	Merrill's Library.....	1859	John H. Weston.....	0	0	1,000	200
90	Weston's Pioneer Library.....	1865	Abbie M. Arnold.....	10,000	600	1,540	800
91	Thayer Public Library.....	1874					

TABLE XVI.—Statistics of libraries for 1874, &c.—Continued.

Number.	Name.	Location.	When founded.	Librarian.	Permanent fund.		Number of volumes in library.	Number of pamphlets in library.	Number of manuscripts in library.	Annual increase in—	
					Amount.	Annual income.				Books.	Pamphlets.
	1	2	3	4	5	6	7	8	9	10	11
92	Town Library.....	Burlington, Mass.....	1857	Charles G. Foster.			955	43		45	
93	Library of Cambridge Horticultural Society.....	Cambridgeport, Mass.....	1852	Edwin A. Hall.....		\$50	700	300			
94	Social Library.....	Canton, Mass.....	1830	Miss Fannie E. Tucker.....			3,000	2,000	0	85	108
95	Cheshire Library Association.....	Cheshire, Mass.....	1806	Mary E. Martin.....			1,736	50		130	
96	Chicopee Town Library.....	Chicopee, Mass.....	1846	Geo. V. Wheelock.....	\$0	0	4,100			200	
97	Cummington Library.....	Cummington, Mass.....	1872	Lorenzo H. Tower.....	0	0	4,036	0	0	220	0
98	Dalton Library.....	Dalton, Mass.....	1800	Maria Curtis.....	0	0	1,000			40	
99	Dedham Public Library.....	Dedham, Mass.....	1871	Frances M. Mann.....	7,500	536	4,800			712	
100	St. John's Literary Institute Library.....	East Cambridge, Mass.....	1854	Hugh V. Whonskey.....			1,000	250	0	75	125
101	Public Library Association.....	East Hampton, Mass.....	1869	Miss D. C. Miller.....			4,350				
102	Fairhaven Library Association.....	Fairhaven, Mass.....	1869	Georgia E. Fairfield.....	0	0	1,173			50	
103	Framingham Town Library.....	Framingham, Mass.....	1855	Miss Ellen M. Koudall.....	500		5,700			225	
104	Franklin Library.....	Franklin, Mass.....	1796	E. G. Daniels.....	3,500	35	3,380			300	
105	Hamilton Free Library.....	Globe Village, Mass.....	1872	James R. Blane.....	0	0	3,400				
106	Great Barrington Library Association.....	Great Barrington, Mass.....	1806	D. W. Norcross.....	0	0	3,203		0	300	
107	Haverhill Public Library.....	Haverhill, Mass.....	1874	W. H. Parks.....	0	0	1,000				
108	Hingham Public Library.....	Hingham, Mass.....	1869	Edward Capen.....	25,000		5,515			519	
109	Holbrook Public Library.....	Holbrook, Mass.....	1874	Daniel Wing.....	5,000	300	3,352			308	
110	Holyoke Public Library.....	Holyoke, Mass.....	1870	Z. Aaron French.....	5,000	0	5,350			300	
111	Library of the Young Men's Christian Association.....	Hopkinton, Mass.....	1867	Eliza Friel.....	0	0	1,091			59	
112	The Cone Library.....	Housatonic, Mass.....	1809	Emma S. Judd.....	0	0	2,500			(600)	
113	Hudson Public Library.....	Hudson, Mass.....	1872	Sarah E. Marcan.....			2,200			270	
114	Hudson Public Library.....	Hudson, Mass.....	1868	Miss A. G. Whiting.....		0	1,632		0	270	
115	Hyde Park Public Library.....	Hyde Park, Mass.....	1874	William B. Foster.....	3,870	232	4,439		220	614	104
116	Ipswich Public Library.....	Ipswich, Mass.....	1808	Silas P. Cole.....	20,000		8,000				
117	Jamaica Plain Circulating Library.....	Jamaica Plain, Mass.....	1868	Joseph C. Chaffee.....	0	0	1,200			300	
118	Leo Library Association.....	Leo, Mass.....	1874	Mary L. Hotchkiss.....	2,500		3,500		0		
119	Lenox Library Association.....	Lenox, Mass.....		Mrs. C. P. Lacoese.....			1,250				
120	Central Square Circulating Library.....	Manchester, Mass.....	1872	John H. Crombie.....			650				
121	Manchester Public Library.....	Manchester, Mass.....	1871								

123	Marlboro' West Parish Library	1847	Fred. Jowett	800	46	2,800	0	0	101
124	Medford Public Library	1873	Mary A. Sewall	0	0	1,200	200	0	450
125	Medford Public Library	1873	Edwin C. Burbank	500	30	6,003	5,000	0	500
126	Tufts College Library	1854	W. E. Shipman	0	0	14,675	5,000	1,250	219
127	Universalist Historical Library	1834				1,300			1,300
128	Deen Library Association	1860	L. H. Metcalf	3,500		1,600			150
129	Melrose Library	1871	Miss Carrie Worthen			2,603	50		2,603
130	Middleboro' Public Library	1871	Joseph E. Beale, secretary of board of trustees.	0	0	1,200			1,200
131	Milton Public Library	1871	J. E. Emerson			6,000	50		600
132	Montague Public Library	1869	Miss Aloncy Cheney	0	0	1,250		0	115
133	Nahant Public Library	1871	C. J. Hayward			4,000	0		600
134	Library of Newton Theological Institution	1825	H. J. Ripley	10,000	700	12,500			
135	Newton Lower Falls Free Library	1863	Arion E. Cook	0	0	2,000	0	0	250
136	North Adams Library Association	1854	Edward D. Tyler	0	0	2,500			50
137	North Andover Library	1874	A. L. Smith	0	0	2,000	50	0	
138	Whitinsville Social Library	1844	C. P. Baker	750		2,643			100
139	Northfield Social Library	1813	A. C. Parsons	0	0	1,612	12		30
140	Norwood Free Public Library	1873	Francis Tucker	200		2,100			200
141	Orange Town Library	1846	M. L. Eastman		0	2,436	25		25
142	Orleans Library Association	1854	B. F. Seabury, secretary	0	0	1,165	25		1,190
143	Provincetown Public Library	1874	Miss Salome A. Gifford	0	0	2,180		0	
144	Mechanics' Library	1843	Miss Susan Alden	0	0	1,200			
145	Randolph Reading-Room Library	1870	V. H. Deane	0	0	1,240	97	0	60
146	Reading Public Library	1869	Allice B. Temple	0	0	3,450	75	0	150
147	Rockland Public Library	1853	Andria Pool	0	0	2,000		0	200
148	Rockport Public Library	1871	Thomas T. Parsons, Jr.	0	0	1,200	150	0	175
149	Essex South District Medical Library	1805	William Neilson, M. D.	0	0	2,000	200		
150	Salem Atheneum	1810	Miss L. H. Smith	4,900		20,000			200
151	Sandwich Circulating Library	1864	Frederic S. Pope	0	0	1,260			15
152	First Independent Social Library Company	1821	Charles Welles	0	0	950			100
153	Shrewsbury Free Public Library	1872	Asenath F. Eaton	0	0	1,000		0	156
154	Somerville Public Library	1873	Miss H. A. Adams	0	0	4,600		0	
155	Southbridge Public Library	1870	Miss A. J. Cousins	0	0	5,500	2,000		636
156	South Gardner Social Library	1841	L. W. Brown	500	30	1,163	0	0	
157	Hampton County Law Library	1812	Robert O. Norris	0	0	1,503			250
158	Sterling Free Public Library	1870	Nellie A. Willard	0	0	2,500			250
159	Stoughton Public Library	1874	Wales French	0	0	962			539
160	Starbridge Public Library	1873	Miss Eudine Hutchins	0	0	1,140			
161	Sunderland Library	1869	Mary A. Warner	0	0	1,520	0	0	
162	Dickerman's Circulating Library	1870	H. A. Dickerman	0	0	2,000			200
163	Law Library Association for the County of Bristol	1858	Simcoe Burden	0	0	1,200			100
164	Beacon Free Public Library	1873	H. F. Leue	4,000	250	1,400	0	0	
165	Library of Ladies' Social Circle	1840	H. F. Leue	0	0	4,897	0	0	75
166	Becho Town Library of Wakefield	1836	Victorio E. Marsh	1,000	70	4,897			30
167	Young Men's Library Association	1870	J. H. Greenville Gilbert	0	0	2,100	50	0	15
168	Warwick Public Library	1870	Samuel P. French, M. D.	0	0	1,300			150
169	Free Public Library	1868	Solon F. Whitney	0	0	8,300	4,900		1,300
170	West Brookfield Public Library	1874	T. S. Knowlton	0	0	1,408		0	720
171	West Springfield Public Library	1854	John M. Harmon	0	0	1,623			218
172	Woburn Town Library	1836	Elizabeth H. Woodbury	6,000	350	6,500			530

TABLE XVI.—Statistics of Libraries for 1874, &c.—Continued.

Number.	Name.	Location.	When founded.	Librarian.	Permanent fund.		Number of volumes in library.	Number of pamphlets in library.	Number of manuscripts in library.	Annual increase in—	
					Amount.	Annual income.				Books.	Pamphlets.
					5	6	7	8	9	10	11
173	Yarmouth Library Association.....	Yarmouth, Mass.	1866	William J. Davis.	\$5,000	\$300	1,536	.....	.....	200	.....
174	Union School Library.....	Alpena, Mich.	1870	William D. Hitchcock.	.....	.....	1,180	.....	.....	400	.....
175	Ladies' Library Association.....	Battle Creek, Mich.	1870	Mrs. E. A. Tomlinson.	900	90	1,180	.....	.....	100	.....
176	Bay City Public Library.....	Bay City, Mich.	1874	Miss Jennie Gilbert.	.....	0	3,850	0	0	850	.....
177	Library of the Houghton County Historical Society and Mining Institute.	Houghton, Mich.	1866	John Chasell.	1,000	.....	1,200	300	35	.....	.....
178	Jackson School Library.....	Jackson, Mich.	1865	M. M. Lawton.	0	0	1,500	.....	.....	100	.....
179	Young Men's Association Library.....	Jackson, Mich.	1863	Ellen P. Fish.	.....	.....	3,171	.....	.....	.....	.....
180	Kalamazoo Public Library.....	Kalamazoo, Mich.	1863	Mary J. Wolcott.	0	0	3,925	.....	.....	515	.....
181	Lansing Library and Literary Association.....	Lansing, Mich.	1871	Mrs. T. W. Westcott.	1,000	200	1,070	.....	.....	.....	.....
182	Lockport Township Library.....	Three Rivers, Mich.	.....	D. Knox, Jr.	.....	0	1,300	.....	.....	150	.....
183	Hastings Library Association.....	Hastings, Minn.	1872	Miss S. Louise Ritch.	0	0	2,600	60	0	300	50
184	Minneapolis Athenaeum.....	Minneapolis, Minn.	1859	Thomas H. Williams.	.....	0	4,670	50	.....	.....	.....
185	German Library Association.....	Rochester, Minn.	1872	Henry Kalb.	0	0	.....	.....	6	200	.....
186	Rochester Library Association.....	Rochester, Minn.	1866	Mrs. Martha T. Newton.	0	0	1,969	.....	.....	54	.....
187	Union Library of St. Cloud.....	St. Cloud, Minn.	1865	Charles Rees.	.....	0	1,618	.....	.....	.....	.....
188	Minnesota State Library.....	St. Paul, Minn.	1849	John C. Shaw.	5,000	.....	10,000	.....	.....	.....	.....
189	Winona Library.....	Winona, Minn.	1862	H. B. Sargent.	.....	.....	2,000	.....	.....	100	.....
190	Library of Natchez Institute.....	Natchez, Miss.	1847	J. W. Henderson.	0	0	1,206	.....	.....	0	.....
191	Mercantile Library Association.....	Hannibal, Mo.	1871	Mrs. N. J. Carson.	10,000	1,000	2,219	.....	.....	100	.....
192	Independence Library Association.....	Independence, Mo.	1871	John Bryant.	.....	0	1,100	.....	.....	.....	.....
193	Whittemore's Circulating Library.....	Kansas City, Mo.	1875	J. R. Whittemore & Sons.	.....	0	.....	.....	.....	.....	.....
194	Library of Carl Foelling.....	St. Joseph, Mo.	1867	Carl Foelling.	.....	.....	6,000	.....	.....	200	.....
195	Woodworth and Colt Circulating Library.....	St. Joseph, Mo.	1875	R. F. Colt.	.....	.....	2,000	500	.....	.....	.....
196	Library of the St. Louis Timmerman Association.....	St. Louis, Mo.	1855	Thigo Gollinet.	.....	.....	.....	.....	.....	.....	.....
197	Omaha Law Library Association.....	Omaha, Neb.	1872	.....	.....	0	1,500	0	0	.....	.....
198	Omaha Library.....	Omaha, Neb.	1872	Della L. Sears.	.....	0	4,000	.....	.....	650	.....
199	L. O. F. Library Association.....	Virginia City, Nev.	1865	George Grubbe.	.....	0	3,300	.....	.....	.....	.....
200	Masonic Library of Store County.....	Virginia City, Nev.	1866	Albert S. Kincaid.	.....	0	2,100	700	0	100	50
201	Fiske Free Library.....	Clarendon, N. H.	1873	A. J. Swann.	.....	0	2,302	.....	.....	302	.....
202	Fisherville Library Association.....	Fisherville, N. H.	1865	Mary H. Gago.	.....	0	1,300	0	0	1,300	0
203	Littleton Village Library.....	Littleton, N. H.	1867	Mrs. Laura Smiley.	.....	0	1,235	.....	.....	75	.....

204	Milford Free Library.....	Milford, N. H.	1868	Appleton M. Hatch	0	0	2,251	321
205	Nashua City Library.....	Nashua, N. H.	1867	Emily R. Towne	0	0	6,000	40
206	Germania Library.....	New Hampton, N. H.	1853	Ida M. Dollhoff	0	0	1,500	0
207	Social Fraternity Library.....	New Hampton, N. H.	1853	L. N. Johnson	0	50	2,500	0
208	Peterboro' Town Library.....	Peterboro', N. H.	1836	George A. Lynch	0	0	3,723	175
209	Mechanics' Association Library.....	Portsmouth, N. H.	1836	Benjamin M. Parker	0	0	2,000	62
210	Social Library Company.....	Rochester, N. H.	1792	Henry Kimball	0	0	1,700	100
211	Wilson Public Library.....	Wilton, N. H.	1841	Miss Persis J. Barrett	0	0	1,446	0
212	Washington Library Association.....	Winchester, N. H.	1871	Henry Abbott	0	0	1,250	35
213	Nesmith Library.....	Windham, N. H.	1871	Miss Charlotte Hills	1,000	60	1,900	35
214	Bloomfield Library Association.....	Bloomfield, N. J.	1872	David G. Garbraut, sec.	0	0	1,000	0
215	Young Men's Christian Association Lib- rary.....	Elizabeth, N. J.	1865	William F. Bragie	0	0	1,350	73
216	Bergen Library.....	Jersey City, N. J.	1866	H. Gaines	0	0	4,500	400
217	Lodi Circulating Library.....	Lodi, N. J.	1846	William Greig	0	0	2,500	0
218	Milville Library and Reading-Room.....	Milville, N. J.	1840	Miss D. Gardner	0	0	1,783	100
219	Montclair Library Association.....	Montclair, N. J.	1871	Isaac Crane, secretary	0	0	1,736	0
220	Library of New Jersey Historical Society.....	Newark, N. J.	1815	Martin K. Dennis	10,000	0	6,000	200
221	Manson's Circulating Library.....	Paterson, N. J.	1864	J. E. Maugon	0	0	2,000	200
222	Library of the College of New Jersey.....	Princeton, N. J.	1750	Fredette Vinton	40,000	3,000	28,000	400
223	Salom Library Company.....	Salom, N. J.	1804	Morris H. Stratton	0	0	3,300	300
224	South Orange Library Association.....	South Orange, N. J.	1865	Grace Newton	0	0	1,600	80
225	Albany Institute Library.....	Albany, N. Y.	1793	Daniel J. Pratt	0	0	6,000	50
226	Bath Library.....	Bath, N. Y.	1872	William Henry Conley	0	0	2,400	23
227	Batavia Library.....	Batavia, N. Y.	1869	Mrs. M. E. Sheffield	3,576	250	3,730	671
228	Binghamton Library Association.....	Binghamton, N. Y.	1874	R. L. May	0	0	1,500	100
229	Binghamton Free School Library.....	Binghamton, N. Y.	1862	Miss Emily S. Collins	0	0	3,960	450
230	Central Free School Library.....	Binghamton, N. Y.	1873	Eber S. Divine	0	0	1,200	300
231	Sherwood Hollow Farmers' Club Library.....	E. D., Brooklyn, N. Y., (South Third, corner Fifth street)	1866	Samuel S. Martin	0	0	10,000	500
232	Eastern District School Library.....	Brooklyn, N. Y., (4 Court- House)	1850	S. C. Betts	0	0	5,000	1
233	The Law Library in Brooklyn.....	Brooklyn, N. Y., (531 Fulton street)	1866	John Thomson	0	0	1,500	165
234	Union for Christian Work Library.....	Brooklyn, N. Y.	1866	John Thomson	0	0	1,500	0
235	Buffalo Catholic Institute Library.....	Buffalo, N. Y.	1870	A. Fornes	0	0	1,756	440
236	Buffalo Society of Natural Sciences Library.....	Buffalo, N. Y.	1870	Charles Linden	0	0	1,500	350
237	German Young Men's Association Library.....	Buffalo, N. Y.	1841	Dr. F. A. Haupt	0	0	4,680	238
238	Young Men's Catholic Association Library.....	Buffalo, N. Y.	1855	Edward G. McGowan	0	0	1,800	200
239	Wood Library.....	Candaigua, N. Y.	1854	Calista S. Marshall	0	0	5,000	100
240	Harmonte Library.....	Corning Point, N. Y.	1873	Charles Gloeckner	0	0	1,630	500
241	Corning Library.....	Corning, N. Y.	1873	Anna B. Maynard	0	0	3,250	100
242	Corwall Circulating Library Association.....	Corwall, N. Y.	1869	Mary C. Clark	0	0	2,000	50
243	Dunkirk Public Library.....	Dunkirk, N. Y.	1872	Miss Chre King	0	0	1,700	100
244	Elmira Farmers' Club Library.....	Elmira, N. Y.	1870	Michael H. Thurston	0	0	200	0
245	Elmira Library Association.....	Elmira, N. Y.	1859	Joseph Sargent	0	0	1,357	0
246	Holland Circulating Library.....	Fishkill, N. Y.	1871	J. N. Radant	0	0	3,000	50
247	Goshen Young Men's Christian and Li- brary Association.....	Goshen, N. Y.	.....	C. E. Melspangh	2,000	140	900	73
248	Library of School District No. 4.....	Greeno, N. Y.	1820	Joseph E. Julliard	0	0	1,620	20
249	Free Library of the Liberal Christian So- ciety.....	Ithaca, N. Y.	1870	William J. Lewis	0	0	1,330	0

TABLE XVI.—Statistics of libraries for 1874, &c.—Continued.

Number.	Name.	Location.	When founded.	Librarian.	Permanent fund.		Number of volumes in library.	Number of pamphlets in library.	Number of manuscripts in library.	Annual increase in—	
					Amount.	Annual income.				Books.	Pamphlets.
1	2	3	4	5	6	7	8	9	10	11	
250	Cornell Library Association.....	Ithaca, N. Y.	1866	W. R. Humphrey.....	.....	\$3,000	7,750	0	0	.....
251	Public School Library.....	Ithaca, N. Y.	.....	J. Stowbridge.....	80	0	3,370	.....	.....	.....
252	Public School Library.....	Laurensburg, N. Y.	1840	James C. Constock.....	0	0	1,300	.....	.....	75
253	Malone Village District School Library.....	Malone, N. Y.	.....	Secretary board of education.	0	0	1,150	.....	.....	300
254	Middletown Lyceum.....	Middletown, N. Y.	1841	Ross Ogden.....	0	0	1,363	1,550	0	100	
255	Association of the Bar of the City of New York.....	New York, N. Y., (20 West Twenty-seventh street.)	1870	William J. C. Berry.....	.....	.....	8,000	.....	.....	100
256	Library of the American Geographical Society.....	Cooper Institute, New York, N. Y.	.....	A. S. Southworth.....	.....	.....	10,000	.....	1,000	.....
257	Library of the Grand Lodge of Free and Accepted Masons.....	New York, N. Y., (254 Centre street.)	1870	Isaac B. Conover.....	0	0	1,500	2,000	.....	150
258	Medical Library and Journal Association.....	New York, N. Y.	1864	John C. Peters, president.....	0	0	5,000	.....	.....	110
259	Mott Memorial Free Medical and Surgical Library.....	New York, N. Y., (64 Madison avenue.)	1866	Alex. B. Mott, M. D., president, board of trustees.	0	0	3,500	1,000	.....	130
260	Library of the New York Genealogical and Biographical Society.....	New York, N. Y.	1869	Joseph O. Brown.....	0	0	863	2,637	97	.....
261	New York Law Institute Library.....	New York, N. Y.	1836	A. J. Vanderpool.....	0	0	13,000	.....	.....	800
262	The Harlan Library.....	New York, N. Y., (233 Third avenue.)	1871	Thomas Wallace.....	46,800	2,400	6,280	25	0	.....
263	Woman's Library.....	New York, N. Y., (38 Bleeker street.)	.....	Mrs. M. W. Parver.....	0	0	2,900	.....	.....	50
264	Sangerites Circulating Library.....	Sangerites, N. Y.	1872	Miss Nettie Van Buskirk.....	0	0	1,354	500	.....	300
265	Association Library.....	Springville, N. Y.	1874	W. W. Blakeley.....	0	0	2,000	.....	.....	75
266	Georgia Library of Central New York.....	Starkey, N. Y.	1847	T. Apolcon Cheney.....	.....	.....	1,855	500	2,000	25
267	Wappinger's Falls Circulating Library and Reading-Room.....	Wappinger's Falls, N. Y.	1867	Mrs. E. A. Howarth.....	0	0	4,000	.....	.....	250
268	Watertown Public School Library.....	Watertown, N. Y.	1867	Daniel G. Griffin.....	.....	.....	2,730	.....	.....	50
269	Union Free School Library.....	Yonkers, N. Y.	1845	Emily A. Gault.....	0	0	1,800	0	0	75	
270	Library of Cross Creek Lodge, No. 4, L. O. F.	Fayetteville, N. C.	1846	James A. Melroe.....	.....	.....	1,300	1,200	.....	7
271	The Wilmington Library Association....	Wilmington, N. C.	1855	J. L. Wooster.....	0	0	2,500	.....	.....	150

272	Ashtabula Social Library Association	Ashtabula, Ohio	1830	O. H. Fitch	1,152	0	0	1,152	0
273	Brown Library Association	Bellevue, Ohio	1871	Lydia Carby	1,200	600	0	1,200	250
274	Chillicothe Public Library	Chillicothe, Ohio	1850	William B. Franklin	4,200	150	0	3,000	0
275	Catholic Institute Library	Cincinnati, Ohio, (Corner Vine and Longworth sts.)	1860	H. A. Thieson	3,000	0	0	3,000	0
276	New Church Library	Cincinnati, Ohio	1848	Miss H. W. Hobart	1,100	1,000	0	1,100	0
277	Young Men's Christian Association Library	Cincinnati, Ohio	1848	A. G. Scott	1,200	0	0	1,200	0
278	Columbus Circulating Library	Columbus, Ohio	1870	A. K. Pearce	1,170	300	0	1,170	25
279	High School Library	Columbus, Ohio	1863	A. G. Farr	2,000	0	0	2,000	50
280	Public School Library	Dayton, Ohio	1870	Minta Dryden	13,000	0	0	13,000	1,403
281	Elyria Library	Elyria, Ohio	1870	Miss Nettie E. Wheeler	3,000	1,500	0	3,000	0
282	Richard Library	Fremont, Ohio	1873	James E. Wharton	4,203	0	0	4,203	0
283	Mansfield Lyceum Library	Mansfield, Ohio	1872	A. E. Stoen	3,073	650	15	1,370	300
284	Ladies' Library Association	Sandusky, Ohio	1870	A. E. Stoen	2,000	0	0	2,000	0
285	Public Library of Toledo	Toledo, Ohio	1873	Mrs. Anna B. Carpenter	8,320	25	0	8,320	93
286	Urban Library Association	Urbana, Ohio	1872	R. H. Reel	912	13	0	912	0
287	Wellington Library Association	Wellington, Ohio	1874	Ida M. Van Cluf	1,200	200	0	1,200	200
288	Young Men's Christian Association Library	Xenia, Ohio	1868	Rev. John Shields	850	0	0	850	0
289	Library of the Academy of Natural Sciences, Art, and Literature	Allentown, Pa.	1872	W. H. Werner	4,500	0	0	4,500	300
290	Ashland Library Association	Ashland, Pa.	1874	Robert Prazer, Jr.	3,000	0	0	3,000	60
291	Young Men's Christian Association Library	Bethlehem, Pa.	1867	J. T. Davenport	2,000	0	0	2,000	50
292	William Penn Library	Bristol, Pa.	1869	Joseph B. Pennington	0	0	0	0	0
293	Chester Library	Chester, Pa.	1763	Pancoat Lewis	1,750	0	0	1,750	0
294	Dauphin County Law Library	Harrisburg, Pa.	1865	(No librarian)	2,500	300	0	2,500	50
295	Library of Pennsylvania State Agricultural Society	Harrisburg, Pa.	1851	William H. Egle, M. D.	2,191	0	0	2,191	50
296	Apprentices' Literary Society Library	Lewistown, Pa.	1841	John T. McClure	962	0	0	962	100
297	Lewistown Library Association	Lewistown, Pa.	1870	Auntie J. Clark	1,800	0	0	1,800	50
298	Minerva Lyceum	Mauch Chunk, Pa.	1867	H. B. Sakel	1,200	0	0	1,200	0
299	Mechanicsburg Library and Literary Association	Mechanicsburg, Pa.	1872	G. M. D. Eckels	1,000	100	0	1,000	0
300	Catholic Philopatrian Literary Institute Library	Philadelphia, Pa.	1850	James Mackey	2,000	500	0	2,000	0
301	Christian Hall Library	Chestnut Hill, Philadelphia, Pa.	1870	Andrew H. Fisher	3,000	0	0	3,000	169
302	Friends' Library	Race street, Philadelphia, Pa.	1835	Caleb Clothier	8,000	0	0	8,000	300
303	Library of the German Society of Pennsylvania	Philadelphia, Pa., (24 South Second street.)	1817	Alexander Loos, A. M.	15,000	0	0	15,000	400
304	Library of the Law Association of Philadelphia	Philadelphia, Pa.	1802	George T. Bigham	8,500	0	0	8,500	350
305	Spring Garden Institute Library	Philadelphia, Pa., (1349 Spring Garden street.)	1850	Thomas W. Summers	5,787	0	0	5,787	100
306	Young Men's Literary Union Library	Pittsford, Pa.	1857	L. W. Kurtz	1,242	1	0	1,242	200
307	High School Library	Quakertown, Pa.	1795	Stephen F. Penrose	1,400	0	0	1,400	0
308	Richland Library	St. Mary's, Pa.	1854	Rev. Edward Hipelins, O. S. B.	1,274	36	0	1,274	169
309	Library of St. Mary's Priory	Susquehanna Depot, Pa.	1858	S. Wallace	2,000	0	0	2,000	0
310	Young Men's Literary Association Library	Susquehanna Depot, Pa.	1858	S. Wallace	3,000	0	0	3,000	0

TABLE XVI.—Statistics of libraries for 1874, &c.—Continued.

Number.	Name.	Location.	When founded.	Librarian.	Permanent fund.		Number of volumes in library.	Number of pamphlets in library.	Number of manuscripts in library.	Annual increase in—	
					Amount.	Annual income.				Books.	Pamphlets.
1	2	3	4	5	6	7	8	9	10	11	
311	Hurd's Circulating Library	Tinsville, Pa.		E. N. Hurd.		1,300					
312	Cassat Library	York, Pa.	1874	Edwin M. Stone	\$0	1,200					
313	Historical Society's Library	Providence, R. I.	1822	Edwin M. Stone	\$0	6,000	30,000	7,000			
314	Knoxville Library and Reading-Room Association.	Knoxville, Tenn.	1873	William Hersey	0	1,155					
315	Nashville Library Association	Nashville, Tenn.	1871	Mrs. M. V. Brown		6,000	200				
316	Austin Library Association	Austin, Tex.	1872	Mrs. E. Higby	0	1,500	500				
317	Free Library	Bennington, Vt.	1865	Olivia A. Dixon	0	3,333					
318	Brattleboro' Library	Brattleboro', Vt.	1845	E. J. Carpenter	350	3,000					
319	Fletcher Free Library	Burlington, Vt.	1874	Thomas P. W. Rogers	19,003	636					
320	Cutting's Library	Laurensburg, Vt.	1874	H. A. Cutting, A. M., M. D.	0	0	200				
321	The McClure Library	Pittsford, Vt.	1839	Barton Shaw	0	0	0	0			
322	St. Alban's Free Library	St. Albans, Vt.		A. C. Wardwell	1,000	60	2,500				
323	Woodstock Social Library	South Woodstock, Vt.		Joseph W. Smith	0	0	1,035	25			
324	Springfield Town Library	Springfield, Vt.	1871	Mrs. E. M. Diggins	2,548	153	2,000	0	200		
325	Library of the Philanthropic Society	Hampton Sidney, Va.	1807	Clara C. Gaines	0	0	2,500	200	30	50	
326	Union Society Library	Hampton Sidney, Va.	1769	John S. Simpson			2,600				
327	Franklin Society and Library Company	Lexington, Va.	1816	John W. Fisher	0	0	2,600		50		
328	State Library of Virginia Military Institute	Lexington, Va.	1839	H. McDonald	0	0	3,000		250		
329	Norfolk Library Association	Norfolk, Va.	1870	Miss Nina H. Tunstall	0	0	3,400		335		
330	Old Fellows Library	Norfolk, Va.	1871	John T. Redmond	6	0	1,500	500	0	150	
331	Petersburg Library Association	Petersburg, Va.	1853	W. L. Baylor	0	0	3,519	500			
332	Wheeling Library Association	Wheeling, W. Va.	1859	Mrs. S. F. Patterson	0	0	5,600				
333	Young Men's Library Association	La Crosse, Wis.	1868	G. M. Woodward	600	30	2,438		0	132	
334	Jones Library	Manitowoc, Wis.	1868	Mrs. E. Sharpe	0	0	1,500			100	
335	Milwaukee Law Library Association	Milwaukee, Wis.	1862	William W. Wight	0	0	1,500	0	150		
336	Scandinavian Library Association	Neenah, Wis.	1871	Erik Nilson	0	0	1,200		215		
337	Wauwin Library Association	Wauwin, Wis.	1858	Edwin Hillier	0	0	1,200	100	125		
338	Library Association L. O. O. F.	Washington, D. C.	1860	George W. McLean	0	0	2,200	0	100		
339	Masonic Library of District of Columbia.	Washington, D. C.		W. F. Dunwoody	500	0	3,600	250	100		
340	Salt Lake City Library	Salt Lake City, Utah	1872	Miss Georgia Shaw	0	0	1,900		100		

TABLE XVI.—Statistics of Libraries for 1874, &c.—Continued.

Number.	Name.	Number of periodicals taken.	Circulating or reference library.	Open on Sundays and holidays.	Hour of closing at night.	Free or subscription library.	Annual subscription per individual.	Average annual circulation.	Percentage of books borrowed.					Sets of patents.			Printed catalogue.	Manuscript catalogue.	Library subject to State or municipal taxation.	Does library own its building?	Total annual cost of administration.	Fiscal year begins—	Remarks.
									Juvenile.	English prose fiction.	Grave, literary, or scientific.	United States.	British.	French.									
															19	20								21	22	23	24	25	26	27	28	29	30	31
1	Franklin Society Reading-Room and Library.	23	R.	0	9	Sub.	\$5 00	1,500	0	30	70	x	x	x	x	x	x	x	x	\$500	December 2		
2	Old Fellows' Library.		C. & R.	0	10	Free.		450	9	20	5	x	x	x	x	x	x	x	x	150			
3	Old Fellows' Library.		C. & R.			Both		900												300			
4	Old Fellows' Library.	3	C. & R.	x	9	Free.		563	19		5	x	x	x	x	x	x	x	x	350	January 1		
5	Society of California Pioneers Library.	50	C. & R.	x	12	Free.														3,500	July 7		
6	San José Library Association.	23	C. & R.	8	10	Sub.	6 00	9,000	25	63	12	0	0	0	0	0	0	0	0	2	109	July, 3d Monday.	
7	Vallejo Library.	12	C.	x	11	Sub.	6 00					0	0	0	0	0	0	0	0	150			
8	Balboa Library.	0	C.			Free.						0	0	0	0	0	0	0	0	10	October 1		
9	Colchester Library.	4	C.	0	9	Sub.	1 00					0	0	0	0	0	0	0	0	50	Jan, 1st Monday		
10	High School Library.		R.																	300			
11	Manchester Library Association.		C. & R.	0	9	Sub.	1 00					0	0	0	0	0	0	0	0	150	December 17		
12	Milford Lyceum Library.		C.	0	9	Sub.	1 00													May 1			
13	Bartholomew's Library.		C.			Sub.		1,000												1,000			
14	Young Men's Institute Library.		C.			Sub.	2 00		40	75	25	0	0	0	0	0	0	0	0	250			
15	Young Men's Library Association.	6	C.	0	7	Sub.		500				Sub.								160			
16	Acton Library.		C.			Free.		5,000												125			
17	The Simsbury Free Library.		C.				2 50	(3,000-7)	0			0	0	0	0	0	0	0	0		April 1		
18	Stoughton Book-Club and Circulating Library.	0	C.	0		Sub.		(6,000-5)													September 15		
19	Beardsley Library.	16	C. & R.	0	9	Sub.	2 00					0	0	0	0	0	0	0	0	321	January 1		
20	Wolcottville Library Association.		C. & R.	0	9	Sub.	2 00																
21	Library of the Delaware Historical Society.		R.																				
22	Florida Circulating Library.	3	C.	0	9	Sub.	6 00		8	95	5	0	0	0	0	0	0	0	0		December 1		
23	Young Men's Library.	14	C. & R.	x	10	Sub.	6 00					0	0	0	0	0	0	0	0		May		
24	Young Men's Library Association.	5	C. & R.	0		Sub.	6 00		10	50	25	0	0	0	0	0	0	0	0	50	April 3		

Specialty, fiction.
Specialty, history
of
the Pacific coast.

TABLE XVI.—Statistics of Libraries for 1874, &c.—Continued.

Number.	Name.	Number of periodicals taken.	Circulating or reference library.	Open on Sundays and holidays.	Hour of closing at night.	Free or subscription library.	Annual subscription per individual.	Average annual circulation.	Percentage of books borrowed.				Sets of patents.			Printed catalogue.	Manuscript catalogue.	Library subject to State or municipal taxation.	Does library own its building?	Total annual cost of administration.	Fiscal year begins—	Remarks.
									Juvenile.	English prose fiction.	Grave, literary, or scientific.	United States.	British.	French.								
	I	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
87	Liscon's Circulating Library					Sub.		10,000											\$100			Specialty, horticulture and agriculture. Strong in history.
88	Loring's Select Library		C.			Sub.			25	75												
89	Merrill's Library		C.	0	8	Sub.		300											60			
90	Weston's Pioneer Library		C. & R.	0	9	Free.		400	30	30	0	0	0	0	0	0	0	0	500			
91	Thayer Public Library	0	C.	0	9	Free.		1,400	8	60	2							35				
92	Town Library		C.	0	9	Free.	\$2 00	600										0				
93	Library of Cambridge Horticultural Society.	0	C.	0	10	Sub.												0				
94	Social Library	5	C.	8		Sub.	1 00	5,000	2	50	48	0	0	0	0	0	0	0	35			
95	Cheshire Library Association		C. & R.	0	8	Sub.	1 00		25	50	25	0	0	0	0	0	0	0	50			
96	Chicopee Town Library		C.			Sub.		7,500										250				
97	Cumington Library	0	C. & R.	7		Free.			10	48	7	0	0	0	0	0	0	0	200			
98	Dalton Library		C.			Sub.		1,800										40				
99	Dedham Public Library	21	C. & R.	0	9	Free.		32,400		5	50	45	×	0	0	×	0	0	800			
100	St. John's Literary Institute Library.	10	C. & R.	0	9	Sub.	3 00	30,000														
101	Public Library Association		C. & R.	0	9	Sub.	1 00	500														
102	Fairhaven Library Association	11	C. & R.	0	9	Sub.	1 00	100														
103	Franklin Library		C.			Free.		21,000	10	70	20	0	0	0	×	×	0		650			
104	Hamilton Library		C.			Free.		8,000										325				
105	Hamilton Free Library		C.			Free.		3,000														
106	Grafton Library	6	C. & R.	0	9	Free.		9,460	50									0	225			
107	Great Barrington Library Association		C. & R.	0		Sub.												0				
108	Laverhill Public Library		C. & R.			Free.												0				
109	Hingham Public Library		C.			Free.		14,000										2,400				
110	Holbrook Public Library		C.			Free.		61,200										1,000				
111	Holyoke Public Library	0	C. & R.	0	9	Sub.	1 00	19,500	90	50	30	0	0	0	×	0	0	0	425			
112	Library of the Y. M. C. A.		C. & R.	0	9	Sub.	1 00											160				

Specialty, horticulture and agriculture. Strong in history.

TABLE XVI.—Statistics of libraries for 1874, &c.—Continued.

Number.	Name.	Number of periodicals taken.	Circulating or reference library.	Open on Sundays and holidays.	Hour of closing at night.	Free or subscription library.	Annual subscription per individual.	Average annual circulation.	Percentage of books borrowed.				Sets of patents.			Printed catalogue.	Manuscript catalogue.	Library subject to State or municipal taxation.	Does library own its building?	Total annual cost of administration.	Fiscal year begins—	Remarks.
									Juvenile.	English prose fiction.	Grave, literary, or scientific.	United States.	British.	French.								
1		12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
150	Stoughton Public Library.....		C. & R.	0	9	Free.		13,000	33	50		0	0	0	×		0	0	0	January 1.....		
159	Starbridge Public Library.....		C.			Free.		5,943											\$100.....			
161	Sunderland Library.....	6	C. & R.	0		Sub.	\$0 25		25	50	35	0	0	0	×	0	0	0	50	March 1.....		
162	Dickerman's Circulating Library.....		C.			Sub.		10,000														
163	Law Library Association for the County of Bristol.....		R.																			
164	Dayton Free Public Library.....	11	C. & R.	0	8	Free.		9,600				0	0	0	×	×	0	0	150	March 1.....		
165	Library of Ladies' Social Circle.....	5	C. & R.	0		Sub.	50	3,125				0	0	0	×	×	0	0	0	May, 1st Thurs.....		
166	Beebe Town Library, of Wakefield.....		C. & R.	0	8½	Free.		25,842	40	40	10	0	0	0	×	×	0	0	275	May 1.....		
167	Young Men's Library Association.....	6	C. & R.	0		Free.		30	50	20	0	0	0	0	×	×	0	0	500	Mar., 1st Thurs.....		
168	Warwick Public Library.....	4	C.	0	8	Free.		2,400	25	10	2	0	0	0	0	0	0	0	45			
169	Free Public Library.....	32	C. & R.	0	9	Free.		25,000	50	12	30	0	0	0	×	×	0	0	1,250	January 1.....		
170	West Brookfield Public Library.....	7	C. & R.	0	9	Free.		10,080	30	50	29	0	0	0	×	×	0	0	50	March 1.....		
171	West Springfield Public Library.....		C. & R.	0	8	Sub.	50					0	0	0	×	×	0	0	600	March 15.....		
172	Woburn Town Library.....		C.			Free.		20,000											500			
173	Yarmouth Library Association.....		C.			Free.		5,000											75	April.....		
174	Union School Library.....	0	C.	0		Free.			25	50	25	0	0	0	0	×	×	0	45	March, 1st Sat.....		
175	Ladies' Library Association.....		C. & R.			Sub.	1 00	1,816	25	20		0	0	0	×	×	0	0	600	January 1.....		
176	Day City Public Library.....	0	C. & R.	0	9	Free.		20,000	30	65	15	0	0	0	0	0	0	0		Jan., 2d Friday.....		
177	Library of the Houghton County Historical Society and Mining Institute.....		C. & R.	0		Sub.	5 60												0			
178	Jackson School Library.....		C. & R.	0		Free.		2,600				0	0	0	0	×	×	0	0			
179	Young Men's Association Library.....		C.			Sub.	2 00	5,784											720	Sept., 1st Tues.....		
180	Kalamazoo Public Library.....		C.			Free.		38,446											350	Apr., 3d Tues.....		
181	Lansing Library and Literary Association.....		C.	0	8	Sub.	2 00	3,822		70		0	0	0	×	×	0	×	0			
182	Lockport Township Library.....		C.			Free.													0			
183	Hastings Library Association.....	3	C.	0	8	Sub.	2 00	5,000	25	50	25	0	0	0	0	×	×	0	0	300	November 1.....	

TABLE XVI.—Statistics of libraries for 1874, &c.—Continued.

Number.	Name.	Number of periodicals taken.	Circulating or reference library.	Open on Sundays and holidays.	Hour of closing at night.	Free or subscription library.	Annual subscription per individual.	Average annual circulation.	Percentage of books borrowed.						Sets of patents.			Printed catalogue.	Manuscript catalogue.	Library subject to State or municipal taxation.	Does library own its building?	Total annual cost of administration.	Fiscal year begins—	Remarks.									
									Juvenile.			English prose fiction.			Grave, literary, or scientific.										United States.			British.			French.		
									19	20	21	19	20	21	19	20	21								19	20	21	19	20	21	19	20	21
232	Eastern District School Library.....	12	C. & R.	0	9	Free	\$10 & 12	5,300	25	66½	33½	0	0	0	x	0	0	0	3,000	January 1.....													
233	The Law Library in Brooklyn.....	4	R.	0	0	Sub.	1 00	1,500	60	75	25	0	0	0	0	0	0	0	3,000	Dec., 2d Tues.....													
234	Union for Christian Work Library.....	28	C. & R.	x	10	Sub.	3 00	3,000	30	60	10	0	0	0	x	0	0	0	4,000														
235	Buffalo Catholic Institute Library.....	7	C. & R.	0	9	Sub.												250															
236	Buffalo Society of Natural Sciences Library.....	12	R.															0															
237	German Y. M. A. Library.....	9	C.	0	9	Sub.	3 00	5,300				0	0	0	x	0	0	425	October 1.....														
238	Young Men's Catholic Association Library.....	238	C.					1,500										250															
239	Wood Library.....	4	C. & R.	H.	9	Sub.	2 00	80,000	33½	60¾	x	0	0	0	x	0	0			June 1.....													
240	Harmonia Library.....	240	C.				2 60		25	50	25	0	0	0	x	0	0	400	May 1.....														
241	Cornwall Library.....	6	C. & R.	0		Sub.	2 00	600				0	0	0	0	0	0	700	June.....														
242	Cornwall Circulating Library Association.....	8	C. & R.	0	9½	Sub.												700															
243	Dunkirk Public Library.....	* 0	C.			Sub.		2,500				50	x	0	0	0	0	0	0	January 1.....		Free to members of the club.											
244	Elmira Farmers' Club Library.....	0	C.	0	10	Free.												0															
245	Gorman Library Association.....	0	C. & R.			Sub.	1 20		0			0	0	0	x	0	0	70	January.....														
246	Howland Circulating Library.....	7	C. & R.	0	9	Sub.	2 00	8,700	15	75		0	0	0	x	x	x	200	November.....														
247	Goshen Young Men's Christian and Library Association.....		C. & R.			Sub.												75															
248	Library of School District No. 4.....	0	C. & R.			Free.						0	0	0	x			0	October 1.....														
249	Free Library of the Liberal Christian Society.....		C. & R.	0	9	Free.			50	25	10	0	0	0	x			0															
250	Cornell Library Association.....	13	C. & R.	0	8½	Free.		22,460	10	60	40	0	0	0	0	x	x	2,651	January 1.....														
251	Public School Library.....		C. & R.			Free.												0															
252	Public School Library.....		C.			Free.												225															
253	Malone Village District School Library.....		C.			Free.		7,800										30															

[illegible]

TABLE XVI.—Statistics of libraries for 1874, &c.—Concluded.

Number.	Name.	Number of periodicals taken.	Circulating or reference library.	Open on Sundays and holidays.	Hour of closing at night.	Free or subscription library.	Annual subscription per individual.	Average annual circulation.	Percentage of books borrowed.				Sets of patents.			Printed catalogue.	Manuscript catalogue.	Library subject to State or municipal taxation.	Does library own its building?	Total annual cost of administration.	Fiscal year begins—	Remarks.
									Juvenile.	English prose fiction.	Grave, literary or scientific.	United States.	British.	French.								
	I	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
291	Young Men's Christian Association Library.		C. & R.			Sub.		1,500											\$500		Specially, agriculture and kindred sciences.	
292	William Penn Library	0	C.	0	9	Sub.	\$3 00		10	40	2	0	0	0	0	0	0	0	300	February 16.		
293	Chester Library	0	C. & R.	0	9	Sub.	5 00		0			0	0	0	0	0	0	0	50			
294	Dauphin County Law Library		R.																0			
295	Library of Pennsylvania State Agricultural Society.		R.																0			
296	Apprentices' Literary Society Library.		C. & R.			Sub.		2,600											80			
297	Lewistown Library Association.		C.			Sub.	4 00	2,600	10	40	50	0	0	0	0	0	0	0	125	April 1.		
298	Minerva Lyceum Library	0	C. & R.	0	8	Sub.		2,100	33	75	25							0	125	January 1.		
299	Mechanicsburg Library and Literary Association.		C. & R.	8	8	Free.		2,100											0			
300	Catholic Philopatrian Literary Institute Library.	19	C. & R.	× 10	Sub.	Sub.	1 00	3,700	30	70	0	0	0	0	0	0	0	0	1,000			
301	Christian Hall Library		C. & R.			Sub.		4,050											700	October.		
302	Friends' Library	0	C. & R.	0	9	Free.	5 00	3,600	50	0	100	0	0	0	0	0	0	0	300			
303	Library of the German Society of Pennsylvania.		C.			Both		17,000											2,000			
304	Library of the Law Association of Philadelphia.		R.			Sub.														January 1.		
305	Spring Garden Institute Library.		C.			Sub.	3 00	7,174	10	50	40	0	0	0	0	0	0	0				
306	Young Men's Literary Union Library.	5	C. & R.	11		Sub.		3,120														
307	High School Library		C. & R.	×		Sub.	\$1 & \$3															
308	Richland Library	5	C. & R.	0		Sub.			25	75	0	0	0	0	0	0	0	0	10	May, 1st Sat.		
309	Library of St. Mary's Priory.	10	C. & R.			Sub.													200			
310	Young Men's Literary Association Library.		C. & R.			Sub.																
311	Hurd's Circulating Library		C.			Sub.	3 50															

Specialty, agriculture and kindred sciences.

No.	Name	C. & R.	0	Sub	3 00					x	x	0 January	Specialties, history, biography, and genealogy.
312	Cassat Library	24	0	Sub	3 00							0 January	Specialties, history, biography, and genealogy.
313	Historical Society's Library												
314	Knoxville Library and Reading Room Association.	C.		Sub								300	
315	Nashville Library Association	37 C. & R.	x 10	Sub	5 00							1,500 May	
316	Austin Library Association	15 C. & R.	x 10	Sub	6 00							500 Sept., 1st Tuesday.	
317	Peco Library	10 C. & R.	0 9	Sub	1 00	9,300						675 March, 3d Monday.	
318	Bradford's Library	C. & R.	0 8	Sub	1 00							300 Oct., 1st Monday.	
319	Fletcher Free Library			Free.								2,000	
320	Cutting's Library	13 R.	x 9	Free.									Scientific and historical works.
321	The Maduro Library	0 C.	0	Sub	50							January 1.	
322	St. Albans' Free Library	C.		Free.		1,500							
323	Woodstock Social Library	C.		Sub		520 60							
324	Springfield Town Library	0 C. & R.	0 9	Free.		700						Dec., 1st Tuesday.	
325	Library of the Philanthropic Society	0 C. & R.	0	Both.		20						125 Mar., 1st Tuesday.	
326	Union Society Library	3 C. & R.	H.	Free.		66 ³ / ₈ 32 ³ / ₈						0	
327	Franklin Society and Library Company	C. & R.		Sub	2 00							200	
328	State Library of Virginia Military Institute.	C.		Free.								400	
329	Norfolk Library Association	C.		Sub		8,852						500	
330	Old Fellows' Library	4 C.	0	Sub								60 Jan., 1st Thursday	
331	Petersburg Library Association	10 C.	7	Sub	0 00	4,925						March 1	
332	Wheelock Library Association	C.		Sub									
333	Young Men's Library Association	0 C.	0 9 ³ / ₈	Sub	2 00	10,400 20						297 June 1	
334	Jones Library	C.		Sub	3 00							100	
335	Milwaukee Law Library Association	2 C. & R.	0	Sub	100 00								Specialty, law.
336	Scandinavian Library Association	C.		Sub		400						80	
337	Wauwaton Library Association	0 C.	0	Sub	2 00	3,900 33 ³ / ₈						25 November 1	Free to members and widows and orphans of members.
338	Library Association I. O. O. F.	C. & R.	0	Sub		90						250 October 1	Free to members.
339	Masonic Library of District of Columbia.	C. & R.										250	
340	Salt Lake City Library	C.		Sub		5,000						900	

Specialty, law.

Free to members and
widows and orphans
of members.
Free to members.

Free to member

TABLE XVII.—Statistics of increase in libraries for 1874; from replies to inquiries by the United States Bureau of Education.

NOTE.—Detailed statistics of these libraries were given in the reports for 1872 and 1873.

Number.	Name.	Location.	Librarian.	Increase during last fiscal year in—									
				American.		Foreign.		Purchased.		Donated or exchanged.		Manuscripts.	
				Books.	Pamphlets.	Books.	Pamphlets.	Books.	Pamphlets.	Books.	Pamphlets.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Little Rock Mercantile Library	Little Rock, Ark.	Frank M. Parsons	250			150		100				
2	Old-Fellows' Library	Petaluma City, Cal.	E. R. Healy	234	12				15				
3	California State Library	Sacramento, Cal.	Robert O. Craven	61,500	200		1,350	100	150	150			6
4	Sacramento Library Association	Sacramento, Cal.	M. S. Cushman	81			32		33				
5	Mechanics' Institute Library	San Francisco, Cal.	G. C. Hurlbut	841	22	41	1,208	41	33	23			0
6	Mercantile Library	San Francisco, Cal.	A. E. Whitaker	63,023	189		2,532		171	189			0
7	Old-Fellows' Library	San Francisco, Cal.	George A. Carnes	2,200		300	2,350		150				0
8	St. Mary's Library Association	San Francisco, Cal.	John B. Gallagher	0	4	0				4			
9	Young Men's Christian Association Library	San Francisco, Cal.	Rev. H. Cox, D. D.										
10	Old-Fellows' Library	Stockton, Cal.	C. F. Rea										
11	Allis's Circulating Library	Birmingham, Conn.	George L. Allis	500			500						
12	Bridgeport Library	Bridgeport, Conn.	Mrs. J. E. G. Clarke	193		9	182		20				
13	Douglas Library	Canal, Conn.	Charles Gillette	30		5	35						
14	Danbury Library	Danbury, Conn.	C. H. Sanford	2400			400						
15	Connecticut Historical Society Library	Hartford, Conn.	J. Hammond Trumbull, pres. b.	250					250				
16	Watkinson Library of Reference	Hartford, Conn.	J. Hammond Trumbull	61,480			1,352		134			80 vols.	0
17	Bill Library	Ledyard, Conn.	Edmund Spicer	20					20				
18	Young Men's Christian Association Library	Middleton, Conn.	Charles L. Merriam	20					20				
19	Young Men's Christian Association Library	Middletown, Conn.	Henry E. Sawyer, president										
20	New Britain Institute	New Britain, Conn.	Emma B. Hackett	251	60		251		75	60			0
21	Library of the American Oriental Society	New Haven, Conn.	Addison Van Name	893	675		1,561		195	61			0
22	Silas Bronson Library	Waterbury, Conn.	H. F. Bassett	100	0	0	0	0	0	0			0
23	New Castle Library Company	New Castle, Del.	Alexander B. Cooper	33		40							
24	Smyrna Library Association	Smyrna, Del.	Miss Alice Hofferker										
25	Georgia State Library	Atlanta, Ga.	Joel Branham	2,000	500								
26	Georgia Historical Society Library	Savannah, Ga.	William Harden	461	83	30	240	1	251	86			7
27	Alton Public Library	Alton, Ill.	Mrs. Edward Hollister, jr., president.	235			192		53				
28	Aurora Library Association	Aurora, Ill.	Gustavus A. Pfangle	50			50						

[illegible]

b Temporarily closed.

a Total increase, American and foreign.

TABLE XVII.—Statistics of increase in libraries for 1874, &c.—Continued.

Number.	Name.	Location.	Librarian.	Increase during last fiscal year in—									
				American.		Foreign.		Purchased.		Donated or exchanged.		Manuscripts.	
				Books.	Pamphlets.	Books.	Pamphlets.	Books.	Pamphlets.	Books.	Pamphlets.		
1		2	3	4	5	6	7	8	9	10	11	12	
76	Sturgis Library.....	Barnstable, Mass.....	O. Freeman.....	1,200	0							0	
77	Beverly Public Library.....	Beverly, Mass.....	Jos. D. Tuck.....	a213	a1,329	64	411	167	918	167	918		
78	Am. Academy of Arts and Sciences Library.....	Boston, Mass.....	Edmund Quincy.....	a551,000	a23,000	20,000	5,500	5,000	17,500	5,000	17,500	50	
79	Roston Public Library.....	Boston, Mass.....	Justin Winsor.....	a1,155	a1,548			1,155	4,548	1,155	4,548		
80	Congregational Library.....	Boston, Mass.....	Isaac P. Langworthy.....	a1,200	164	34	0	123	0	111	164	0	
81	General Theological Library.....	Boston, Mass.....	Luther Farburn.....			450		2,923	299	636	1,108	0	
82	Handel and Haydn Library.....	Boston, Mass.....	W. F. Bradbury.....	a3,549	a1,407			0	0	1,036	2,494	0	
83	Library of the Boston Athenæum.....	Boston, Mass.....	Charles A. Cutter.....	a1,036	a2,494								
84	Library of the New England Historic-Geographical Society.....	Boston, Mass.....	John Ward Dean.....	69				0	69				
85	Library of the Young Men's Christian Association.....	Boston, Mass.....	J. E. Gray.....					13	0	1,536	3,747	73 vols.	
86	Massachusetts Historical Society Library.....	Boston, Mass.....	Samuel A. Green.....	a1,269	a3,747					16			
87	Mechanic Apprentices' Library.....	Boston, Mass.....	Thomas Jos. Thomson.....	a553									
88	Mercantile Library.....	Boston, Mass.....	Clara B. Flagg.....	189	107			137	76	52	31		
89	Roxbury Athenæum.....	Boston, Mass.....	S. E. Pitts.....	333	39	129	8	333	8	141	39		
90	Social Law Library.....	Boston, Mass.....	F. W. Vaughan.....	1,215	193	304	25	553	23	935	195	0	
91	State Library.....	Boston, Mass.....	Samuel C. Jackson.....	13		110		123					
92	Trudwell Library of the Massachusetts General Hospital.....	Boston, Mass.....	Norton Folsom.....										
93	Brockton Public Library.....	Brockton, Mass.....	Myra F. Southworth.....	a458	a208			456	208	9		0	
94	Morrick Public Library.....	Brookfield, Mass.....	Martha J. W. Carlin.....	a300				294	6				
95	Public Library.....	Brookline, Mass.....	Mary A. Dean.....	a1,092	a308			842	0	250	308	4	
96	Dana Library.....	Cambridgeport, Mass.....	Almira L. Hayward.....	741		108		676	173			0	
97	Public Library.....	Chelsea, Mass.....		a465				389		96			
98	Bigelow Free Public Library.....	Clinton, Mass.....	George W. Weeks, secretary.....	a133								0	
99	Public Library.....	Concord, Mass.....	Ellen Frances Whitney.....	997	a400	118		300		815		0	
100	Peabody Library, (branch).....	Danvers, Mass.....	A. Sumner Howard.....	172		33		159		46		0	
101	Reading Association Library.....	Deerfield, Mass.....	M. G. Pratt.....	38				30		8		0	
102	Public Library.....	Fall River, Mass.....	William K. Ballard.....	0	38	0	14	0		6		0	

Peabody Library.....	Greorgetown, Mass.....	Richard Tenney.....	3008	1	3	297	11
Sawyer Free Library.....	Gloucester, Mass.....	Joseph L. Stevens.....	6125			110	15
Groton Public Library.....	Harvard, Mass.....	Mrs. A. M. Harrod.....	300	30		250	
Harvard Public Library.....	Haverhill, Mass.....	G. D. Morse.....	200	19	3	0	20
Morse & Son's Circulating Library.....	Hinsdale, Mass.....	Miss Mary Barrows.....	499	79	0	416	83
Public Library Association.....	Hinsdale, Mass.....	Allice G. Chandler.....		0			79
Laurel City Public Library.....	Lawrence, Mass.....	D. M. Spooner.....	606	398	0		
Atlantic Cotton Mills Library.....	Lawrence, Mass.....	T. H. Hedge, Jr.....	125	0	25	0	379
Lawrence Free Public Library.....	Lawrence, Mass.....	O. D. Ridout.....	213	0	0	150	0
Pacific Mills Library.....	Leicester, Mass.....	Miss S. E. Whittemore.....	294	6	0	99	0
Public Library.....	Leominster, Mass.....	James M. Brouson.....	909	3	300	0	120
City Library.....	Lowell, Mass.....	Marshall H. Clough.....	909	175	71	0	294
Middlesex Mechanics' Association Library.....	Lowell, Mass.....	Miss M. E. Sargent.....	547	18	0	933	0
Lynn Free Public Library.....	Lynn, Mass.....	Jacob Batchelder.....	850	150	451	0	40
Town Library.....	Milford, Mass.....	Nathaniel F. Blake.....	557	0	0	415	175
Morse Institute Library.....	Natick, Mass.....	Nathaniel F. Blake.....	817	6	706	5	152
New Bedford Free Public Library.....	New Bedford, Mass.....	R. C. Ingraham.....	342	476	670	5	176
Newburyport Free Public Library.....	Newburyport, Mass.....	Hiram A. Tenney.....	6524			302	451
Free Library.....	Newton, Mass.....	Hannah P. Janes.....	97	170		531	222
Newton Athenaeum.....	Northampton, Mass.....	Phineas Allen.....	6307			85	12
Northampton Public Library.....	Northboro', Mass.....	C. S. Laidley.....	385			305	80
Northboro' Free Library.....	North Brookfield, Mass.....	C. Helen Adams.....	75	50		66	39
Appleton Library.....	Oxford, Mass.....	L. E. Thayer.....				300	50
Oxford Free Public Library.....	Pembury, Mass.....	Theodore M. Osborne.....	357	135		483	75
Peabody Institute Library.....	Phillipston, Mass.....	Mrs. T. H. Chadlin.....	250				19
Phillips Free Public Library.....	Pittsford, Mass.....	E. G. Hubbel.....	589	306		660	200
Berkshire Athenaeum.....	Quincy, Mass.....	C. J. Young.....	608	85	104		104
Public Library.....	Salen, Mass.....	William P. Upham.....	6655	65, 408			655
Essex Institute Library.....	Shelburne Falls, Mass.....	Mrs. Ozro Miller.....	16	0	0	0	5, 408
Arms Library.....	Shelburne, Mass.....	George B. Hooker.....	100	12	20		16
Pay Library.....	Southboro', Mass.....	Laura M. Chamberlain.....	101			100	12
Goodnow Library.....	South Sudbury, Mass.....	Stephen Moore.....	950	25		225	1
City Library Association.....	Springfield, Mass.....	William Rice.....	61, 750			1, 600	25
Jackson Library.....	Stockbridge, Mass.....	Miss J. L. Barnum.....	13	0	0	2	150
Public Library.....	Stoncham, Mass.....	James Peyton, clerk of board of trustees.....					11
Swampscott, Mass.....	Swampscott, Mass.....	Curtis Morrill.....	6200	666			
Taunton Public Library.....	Taunton, Mass.....	Edwin Mauley.....	6870		0	702	168
Waltham Public Library.....	Wayland, Mass.....	A. J. Lathrop.....	560	30		327	0
Wayland Free Public Library.....	Wayland, Mass.....	James S. Draper.....	103		0	44	330
Free Public Library.....	Westboro', Mass.....	John S. Fenton.....	100			100	59
Westfield Athenaeum.....	Westfield, Mass.....	P. L. Bell.....	6008				
Town Library.....	Westford, Mass.....	T. A. Bean.....	6240				
Weston Town Library.....	Weston, Mass.....	John Coburn.....	320	0	0	192	240
West Roxbury Free Library.....	Winchester, Mass.....	C. Cowing.....	223			201	0
Winchester Public Library.....	Winchester, Mass.....	Mrs. Wheeler Poland.....	164	50		141	23
Winchester Town Library.....	Winchester, Mass.....	A. Chapin, trustee.....	6363				50

the Increase in seven months.

d Temporarily closed.

α Total increase, American and foreign.

b Including 26,000 volumes by annexation of 1906 and 1907.

TABLE XVII.—Statistics of increase in libraries for 1874, &c.—Continued.

Number.	Name.	Location.	Librarian.	Increase during last fiscal year in—									
				American.		Foreign.		Purchased.		Donated or exchanged.		Manuscripts.	
				Books.	Pamphlets.	Books.	Pamphlets.	Books.	Pamphlets.	Books.	Pamphlets.		
1	2	3	4	5	6	7	8	9	10	11	12	13	
151	American Antiquarian Society Library.....	Worcester, Mass.	Samuel F. Haven	22,968	26,225				2,998	6,225	25		
152	Free Public Library.....	Worcester, Mass.	Samuel S. Green	2,051	1,992			3,760	253				
153	Worcester County Horticultural Society Library.	Worcester, Mass.	John C. Newton	20	10			30					
154	Worcester County Mechanics' Library.....	Worcester, Mass.	Jeanette P. Babbitt	565	85				29				
155	Worcester District Medical Society Library	Worcester, Mass.	Lewis S. Dixon, M.D.	2100	62	18	100	80					
156	Ladies' Library.....	Adrian, Mich.	Mrs. A. Howell	694			87		7				
157	Public School Library.....	Adrian, Mich.		925	150	50	275		41				
158	Detroit Mechanics' Society Library.....	Detroit, Mich.	Harry S. Starkey	51			10						
159	Public Library of City of Detroit.....	Detroit, Mich.	Henry Chaney, superintendent	2767	150		555	12	182	138	0		
160	Ladies' Library Association.....	Flint, Mich.	Mrs. R. J. S. Page	2100			100						
161	Ladies' Library Association.....	Kalamazoo, Mich.	Mrs. D. B. Webster	223	104	7	132		98	104			
162	Young Men's Library Association.....	Kalamazoo, Mich.	Mary J. Walcott, (acting)	110					110				
163	State Library.....	Lansing, Mich.	Harriet A. Tenney										
164	Ladies' Library Association.....	Marshall, Mich.	Miss Eva Dibble	100			100						
165	Minnesota Historical Society Library.....	St. Paul, Minn.	J. F. Williams	342	604	34	574	160	189	478	5		
166	St. Paul Library.....	St. Paul, Minn.	Mary S. Creek	1,360	0	0	1,360	0					
167	Mississippi State Library.....	Jackson, Miss.	John Williams	350	156		18		250	150	0		
168	St. Charles Catholic Library.....	St. Charles, Mo.	James C. Holmes	31		3	18		16				
169	Library of the Academy of Science.....	St. Louis, Mo.	John Jay Bailey										
170	Law Library Association.....	St. Louis, Mo.	George W. Gostorf	340	6	35	336	7	39				
171	Public School Library.....	St. Louis, Mo.	John Jay Bailey	2,130	900	821	1,073		2,727	1,973	0		
172	St. Louis Mercantile Library.....	St. Louis, Mo.	John N. Dyer	2,517	2300		1,317		200	74	0		
173	Nebraska State Library.....	Lincoln City, Neb.	Guy A. Brown	250	55	0	100	0	150	55	0		
174	Charlestown Social Library.....	Charlestown, N. H.	Samuel Webster	18		0	18	0	0	0	0		
175	Concord Public Library.....	Concord, N. H.	Fred. G. S. Crawford	254			271		13				
176	New Hampshire Historical Society's Library	Concord, N. H.	Samuel C. Eastman	2329	668		1		328	668			
177	State Library.....	Concord, N. H.	William H. Kimball	1,038	105	118	236	0	936	123			
178	Juvenile and Social Library.....	Dublin, N. H.	M. D. Mason	40			40						
179	Town Library.....	Exeter, N. H.	B. Marvin Fernald	2250			250						
180	Franklin Library Association.....	Franklin, N. H.	Annie Nesmith	58			53		5				

[illegible]

a Total increase, American and foreign. *b* Included in the public school library. *c* Books and pamphlets. *d* Being consolidated with the American Eclectic (medical) Library.

258	Philo-Franklin Society Library.	Meadville, Pa	M. C. Bailey.	10	37	8	1	12			
259	Library of Delaware Co. Institute of Science	Media, Pa	Clara B. Miller	142			0	104	10	39	49
260	Moravian Historical Society Library	Nazareth, Pa	E. T. Grunewald	32	23					35	23
261	Norristown Library Company.	Norristown, Pa		186				196			
262	Library of the Academy of Fine Arts	Philadelphia, Pa	John Sartain	0	0	0	0	0	0	0	0
263	Apprentices' Library Company.	Philadelphia, Pa	L. K. Lewis	1,032				1,032			
264	Athenaeum of Philadelphia	Philadelphia, Pa	Henry E. Lincoln	163	87	13		144		37	87
265	Baptist Historical Society Library.	Philadelphia, Pa	W. Brothhead	236	116	301	0	111	0	223	416
266	Brotherhood Library.	Philadelphia, Pa	Watson Coppy	200	500						62
267	Ryberry Library.	Philadelphia, Pa	Richard H. Betts, secretary	102	10	0	0	26	0	0	0
268	Carpenters' Company of Philadelphia Lib	Philadelphia, Pa	Henry W. Arey	213	10	0	0	95		7	10
269	Gard College Library	Philadelphia, Pa	John Jordan, Jr., (chairman of library committee.)	426	563	394	40	91	0	729	603
270	Library of the Historical Society of Pennsylvania.	Philadelphia, Pa	Lloyd P. Smith								4
271	Library Company of Philadelphia	Philadelphia, Pa	Edward J. Nolan	625	41,425						0
272	Library of the Academy of Natural Sciences.	Philadelphia, Pa	James G. Barnswell, (chairman of library committee.)	11,304	5,700	350	14,982	800	2,016	50	25
273	Mercantile Library	Philadelphia, Pa	T. Esmond Harper	184	48			184	48		0
274	Pennymensing Literary Institute Library	Philadelphia, Pa	Thos. Evans	0	0			0		0	0
275	Pennsylvania Horticultural Society Library	Philadelphia, Pa	Frank Woodbury, M. D.								
276	Pennsylvania Hospital Library	Philadelphia, Pa	C. C. Murray	150	103			150	103		
277	Southwark Library.	Philadelphia, Pa		0	0	0	0	0	0	0	0
278	Young Men's Christian Association Library.	Pittsburg, Pa	George E. Appleton	285	115	84		336		33	115
279	Young Men's Mercantile Library	Upper Merion, Pa	J. G. Dunlaker								
280	Union Library Association of Upper Merion.	Warren, Pa	J. L. Hanson	6793	0	0	0	791	0	2	0
281	Warren Library Association	West Town, Chester Co., Pa	Lewis Forsythe	50	20	110	104	56	20	104	104
282	West Town Boarding-School Library	Wilkesbarre, Pa	Robert L. Ayres	657			0	49	0	8	0
283	Wyoming Athenaeum	East Greenville, R. I.	Joseph Eastman	97						97	
284	East Greenville Free Library	Foster Centre, R. I.	M. F. Arnold	10	6	0	0	0	0	10	0
285	Foster Mantion Library	Kingson, R. I.	P. K. Taylor	35	3	5		20		10	3
286	Kingston Library	Lonsdale, R. I.	H. Kilburn	0	0	0	0	0	0	0	0
287	Lonsdale Library	Newport, R. I.	Elma M. Dame	566	a340	323		67		876	
288	People's Library	Newport, R. I.	Benjamin H. Rhodes	a1,003	a253			347		620	
289	Redwood Library and Athenaeum	North Smithfield, R. I.	Fred. H. Potter	0	0	0	0	0	0	0	0
290	Slater'sville Reading-Room and Library	Pawtucket, R. I.	Mrs. M. A. Sanders	158				137		21	
291	Pawtucket Library Association.	Providence, R. I.	Walter F. Brown	15				12		3	
292	Association of Mechanics and Manufacturers	Providence, R. I.	Henry W. Allen	300	0	0	0	197	0	103	0
293	Franklin Lyceum Library	Providence, R. I.	William W. Bailey	100						100	
294	Library of the Union for Christian Work.	Providence, R. I.	Daniel Perrin	760	308	492	10	740		20	
295	Perrin's Circulating Library	Providence, R. I.	J. D. Hodges	390	10	0	0	779	16	106	392
296	Providence Athenaeum	Providence, R. I.		0							
297	St. Francis Xavier's Academy Library	Providence, R. I.	Daniel W. Fink	a500				500			
298	State Law Library	Westerly, R. I.	J. Irving Maxson	104	62	0	0	37	0	67	69
299	Pawcatuck Library Association.	Woonsocket, R. I.	Mrs. Ellen M. Bosworth.	442	46			390		100	
300	Harris Institute Library	Charleston, S. C	Arthur Mayek	a25							
301	Charleston Library Society	Charleston, S. C	H. W. De Saupm, Jr., M. D	1	1						
302	Medical Society of South Carolina Library	Columbia, S. C	Adolph Feiminger	391	54	0	0			54	1
303	State Library	Columbia, Tenn.	Robert D. Smith								
304	Athenaeum Library	Nashville, Tenn	Mrs. Paralee Haskell	1,000	500			0		850	500
305	State Library										

a Total increase, American and foreign.

TABLE XVII.—Statistics of increase in libraries for 1874, &c.—Continued.

Name.				Location.		Librarian.												Increase during last fiscal year in—																		
Number.	1						2						3						American.		Foreign.		Purchased.		Donated or exchanged.		Manuscripts.									
																			Books.		Pamphlets.		Books.		Pamphlets.				Books.		Pamphlets.		Books.		Pamphlets.	
																			4	5	6	7	8	9	10	11			12							
306	Galveston Free Library.	Galveston, Tex.	Emily F. Carnes	250			50		300																											
307	Houston City Library	Houston, Tex.	G. W. Baldwin	1,308	115	79	8	1,027	38	460	85	5																								
308	Library of the Bowdoin Literary Society.	Tyler, Tex.		650	109	50	50	500	0	500	120																									
309	State Library	Montpelier, Vt.	Hiram A. Huse	85	75	15	0	100	0	0	75	0																								
310	Peabody Library	Post Mills Village, Vt.	Harvey Dodge	150		250		380		20																										
311	St. Johnsbury Athenæum.	St. Johnsbury, Vt.	William W. Thayer	150				150																												
312	Alexandria Library	Alexandria, Va.	M. Stunglier, secretary	150				150																												
313	Petersburg Library Association	Petersburg, Va.	W. L. Taylor	6			0	0	0	0	0																									
314	State Library	Richmond, Va.	James McDonald	41,323	495			1,026		327	95	10																								
315	State Agricultural Society Library	Madison, Wis.	W. W. Field, secretary	41,945	41,156			1,300	24	642	1,121	13																								
316	State Historical Society Library	Madison, Wis.	Daniel S. Durrie	4,510	100	0		3,895	0	615	100	0																								
317	State Library	Madison, Wis.	Francis Massing	500	270			500	970																											
318	Young Men's Association Library	Milwaukee, Wis.	Edwin Upson	0		0	0	0		0																										
319	Public School Library	Racine, Wis.	A. C. Fish	220			800																													
320	Library of the Bureau of Education	Washington, D. C.	R. Bruce Wallace	430		117																														
321	Library of the Department of Agriculture	Washington, D. C.	J. B. Russell	1,028				880		148																										
322	Library of the Department of the Interior	Washington, D. C.	Rev. John G. Ames	415,405	46,272																															
323	Library of Congress	Washington, D. C.	A. R. Spofford																																	
324	Library of the House of Representatives	Washington, D. C.	John J. Pratt																																	
325	Library of the Treasury Department	Washington, D. C.	S. A. Johnson	50	5	37	33	77	24	10	11																									
326	Patent-Office Library	Washington, D. C.	William B. Taylor	453																																
327	Library of the Post-Office Department	Washington, D. C.	J. Moles	300	450	1		4		250																										
328	Senate Library	Washington, D. C.	George F. Dawson																																	
329	Library of the Signal-Office, U. S. A.	Washington, D. C.	Lieut. Henry Jackson	75	103	700	100	685		90	203	1																								
330	Library of the Surgeon-General's Office.	Washington, D. C.	J. S. Billings, asst. sur., U. S. A.	42	500																															
331	United States Naval Observatory Library	Washington, D. C.	Prof. J. E. Nourse, U. S. N.	153	200	50	150	33		123	350	0																								
332	War Department Library	Washington, D. C.	P. O'Hagan	381		424		805																												
333	Washington City Library	Washington, D. C.	W. H. Morris	150	0		0	150	0		0	0																								
334	Public School Library	Central City, Col. Ter.	John L. Jerome																																	
335	Territorial Library	Denver, Col. Ter.	Orson Brooks, (acting)																																	
336	Library of Washington Territory	Olympia, Wash. Ter.	B. F. Yantis	110	30	0	0	0	0	110	10	0																								

a Total increase, American and foreign.

TABLE XVII.—Statistics of increase in libraries for 1874, &c.—Continued

Number.	Name.	Number of volumes in library.	Number of pamphlets in library.	Number in library.	Fiscal year begins—	Amount of endowment fund.	Additions of endowment funds during the year.	Other gifts of money during the year.	New buildings.		Specialty of library.	Strength of specialty.
									Number.	Value.		
1	Little Rock Mercantile Library	3,021			January 1	\$0	\$0	\$0	0		22	23
2	Old-Fellows' Library	1,655	50	0	December 20	0	0	0	0		None	One-half the library.
3	California State Library	35,021			July 1	0	0	0	0		Law and political economy	8,734 vols.
4	Sacramento Library Association	5,539			October 1	0	0	636	0		None	500 vols.
5	Mechanics' Institute Library	24,108	238	0	June 1	0	0	0	0		Scientific works	
6	Mercantile Library	38,857		0	January 22	0	0	0	0		None	
7	Old-Fellows' Library	27,000		1	1st Mon. in May	5,000	500	1,150	0		History of Pacific Coast of North America	
8	St. Mary's Library Association	800	400		January 1							
9	Young Men's Christian Association Lib.	5,000			August 1			12,850				
10	Old-Fellows' Library <i>b</i>	2,000	0		August 1							
11	Allis's Circulating Library	2,500										
12	Bridgeport Library	9,500		1	November 1	500		971				
13	Douglas Library	1,734			In April	1,300						
14	Danbury Library	2,636			January 1	10,000		200			None	American, State, and local history.
15	Connecticut Historical Society Library	14,500			In June	0		0	0		None	
16	Watkinson Library of Reference	26,788		0	December 1	130,000	0	0	0		None	
17	Bill Library	1,952			Oct. 2d Wed.	1,630		50				
18	Young Men's Christian Association Library	1,800	50		In September	600						
19	Young Men's Christian Association Library <i>b</i>	1,000										
20	New Britain Institute	3,605		0	April 1	10,000		500				
21	Library of the American Oriental Society	3,475		130	In May	0	0	0	0		Oriental literature	
22	Silas Bronson Library	17,807	1,700		September 1	200,000	0	0	0		None	
23	New Castle Library Company	6,200	150	0	January 1	6,000					None	
24	Savanna Library Association	2,500			January 7							
25	Georgia State Library	20,000	5,000	200	January 1	0						<i>c</i> Annual income.

b Temporarily closed.*a* Appropriation for the year.

TABLE XVII.—Statistics of increase in libraries for 1874, &c.—Continued.

Number.	Name.	Number of volumes in library.			Number of pamphlets in library.	Number of manuscripts in library.	Fiscal year begins—	Amount of endowment fund.	Additions of endowment funds during the year.	Other gifts of money during the year.	New buildings.		Specialty of library.	Strength of specialty.
		13	14	15							Number.	Value.		
26	Georgia Historical Society Library	9,000	2,000	100	February 12						1	\$45,000	None	23
27	Alton Public Library	3,000			June 1					\$75				
28	Aurora Library Association	2,230			April 1									
29	Bellefonte Saengerbund and Liberal Society's Library.	3,763	931	3	2d Mon. in Jan.								Mainly German works	
30	Chicago Public Library	32,000	5,860	0	June 1		\$0	\$0	0	0	0		None	
31	Free Theological Library of Chicago	10,000	3,000				0	0	0	0	0		Old Testament exegesis and archaeology.	
32	Young Men's Christian Association Library.	2,670					22,000				0		Religious and Bible reference books.	
33	Free Public Library	4,436		0	January 1		0	0	0		0		None	
34	Mercantile Library	9,155			January		21,000				0		None	
35	Quincy Library	3,634	0	0	December 1		0	0	0	0	0		None	
36	State Library	42,000	6,000		December 1								None	
37	Evansville Library Association	3,500			July 1								Old English literature	
38	Whitcomb College and Circulating Library.	9,000	3,000											
39	Indiana State Library.	10,611			November 1								None	
40	Public Library of Indianapolis.	17,000	300	0	April 1				612,000		0		None	
41	Madison Library Association	4,000		0	In May		0	0	0		0		Cyclopedias	2,000 vols.
42	Library of Notre Dame.	10,000	2,000		August 1						0		None	
43	The Public Library of Burlington	5,340			January 1		0	0	485		0		None	
44	Young Men's Library Association	1,500			January 1		0	0	400		0		Works on law.	5,000 vols
45	Davenport Library Association	3,500	0	0	April, 1st Mon.				23,200		0		None	
46	Iowa State Library	13,612		0	November 1						0		None	
47	Young Men's Library	8,115			March 1								History	
48	Jefferson County Library Association	3,844	1,200		Mar. 3d Friday						0		None	
49	State Historical Society of Iowa Library	3,741	4,496	233	January 1		6500	15	0	0	0		None	
50	Keokuk Library Association	6,987			May 1		0	0	0	0	0		None	
51	Out-Fellows Library No. 3	1,000	500	0	January 1			0	0	0	0		None	
52	Kansas State Library	10,371		0	December 1		22,000				0		None	

[illegible]

a Appropriation for the year. *b* Town under obligation to appropriate at least \$500 annually for purchase of books and to pay all current expenses. *c* Annual income. *d* Library building. *e* Horticultural hall enlarged. *f* Funds derived from fines in criminal cases. *g* Society fund. *h* Included in the public school library.

TABLE XVII.—Statistics of increase in libraries for 1874, &c.—Continued.

Number.	Name.	Number of volumes in library.	Number of pamphlets in library.	Number of manuscripts in library.	Fiscal year begins—	Amount of endowment fund.	Additions of endowment funds during the year.	Other gifts of money during the year.	New build-ings.		Specialty of library.	Strength of specialty.
									Number.	Value.		
171	Public School Library.....	33,097	15,000	6	May 1.....	\$100,000			20	21	22	23
172	St. Louis Mercantile Library.....	41,957			January 1.....	0	\$0	\$0	0		Strong in English history	4,000 vols.
173	Nebaska State Library.....	10,000	5,000		January 1.....	0	0	0	0		Law	
174	Charlestown State Library.....	1,469	6	0	In January.....	2,000	0	0	0		None	
175	Concord Public Library.....	6,532			Jan., 3d Saturday.....	2,000	1,000	\$500	0		Historical works.	
176	New Hampshire Historical Society's Library.....				In June.....	2,000	0	0	0		Consists mainly of works on law.	
177	State Library.....	13,000			May 20.....	500	300	0	0			
178	Juvenile and Social Library.....	1,833			In January.....			50				
179	Town Library.....	4,000			April 1.....			\$300				
180	Franklin Library Association.....	1,092	1,000		April.....	1,000	0					
181	Hollis Social Library.....	1,757	0	0	In November.....	0	0	150	0		None	
182	Public Library.....	1,678			In October.....							
183	Manchester City Library.....	17,537	1,035	0	January 1.....	5,000	0	0	0		None	
184	Portsmouth Athenaeum.....	11,607	1,300	1	In January.....	6,430	3,140	0	0		None	
185	Portsmouth Mercantile Library Association.....	2,000			April 1.....							
186	Manufacturers' and Village Library.....	5,535			January 1.....	6,000					None	
187	Library of Young Men's Christian Association.....	1,500	12	0	March.....	0	0	0	0		None	
188	Newark Library Association.....	22,000	69 vols.		January 1.....	100,000	0	0			None	
189	New Jersey Historical Society Library.....	5,535		2,500	January 1.....	12,000	150	0	0		History	
190	Hortzog Hall Library.....	13,000			January 1.....	0	0	0	(c)	\$75,000	None	ALL
191	Young Men's Christian Association Library.....	3,000			January 1.....	0	0	0	0		None	
192	Dennis Library.....	3,000	200		May 1.....	\$1,400					May 1.....	
193	Young Men's Christian Association Library.....	3,401			May.....							
194	Pilesgrove Library Association.....	1,200			April 1.....						None	
195	State Library.....	93,800	57,000	161 vols.	January.....	0					American history and law	

TABLE XVII.—Statistics of increase in libraries for 1874, &c.—Continued.

Number.	Name.	13 Number of volumes in library.	14 Number of pamphlets in library.	15 Number of manuscripts in library.	16 Fiscal year begins—	17 Amount of endowment fund.	18 Funds during the year.	19 Other gifts of money during the year.	New build-ings.		22 Specialty of library.	23 Strength of specialty.
									Number.	Value.		
239	Public Library and Reading-Room.	4, 111			March 4	\$1, 200	\$0	\$0	0			
240	Library of the State Board of Agriculture.	1, 431	105	0	In January	0	0	0	0			
241	Sturges Library.	10, 400	500		June 1	0	0	0	0			
242	Lane Free Library.	9, 500			January 19							
243	Young Men's Library.	4, 200			September 1	1, 500						
244	Excelsior Library.	3, 200	150		January 1							
245	Library Association.	7, 311	100		February 1			\$1, 500	0			
246	Allegheny Public School Library.	6, 000	50	1	In May	0	0	0	0			
247	Doylstown Library.	2, 300		0	In May	0	0	0	0			
248	Easton Library Association.	3, 000	24		January 1	0	0	0	0			
249	City Library of the Young Men's Christian Association.	3, 650			In November	0	0	0	0			
250	Fallsington Library Company.	1, 612	15	0	January 1	5, 000	5, 000	71	0			
251	Friends' Library and Reading-Room.	5, 449	130	0	In March	9, 000		(0)	\$15, 000			
252	Cassel's Library.	10, 175	2, 150	149	April 1							
253	State Library.	30, 500	1, 500		January 1	\$2, 600						
254	Union Library Company.	7, 434			In November	2, 450	0	0	0			
255	Leicester Law Library.	4, 700	0	0	January 1	0	0	0	0			
256	Mechanics' Library.	4, 000			January 1	4, 000						
257	Medville City Library.	2, 747	40		September 29							
258	Philo-Franklin Society Library.	1, 100			May, 1st Sat		0	0				
259	Library of Delaware County Institute of Science.	1, 700	300		October 1							
260	Moravian Historical Society Library.	1, 035	2, 023	90	January							
261	Norristown Library Company.	4, 907			In March	0	0	0	1	500, 000		
262	Library of the Academy of Fine Arts.	400		0	February 1	40, 000	500	1, 725	0			
263	Apprentices' Library Company.	21, 000			In May		0		0			
264	Athenaeum of Philadelphia.	20, 000	4, 000	322		500	0	315	0			
265	Baptist Historical Society Library.	6, 630	15, 000									

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266	Brotherhead Library	35,000	0	December 1	0	0	0	0	None
267	Ryberry Library	2,250	100	January 1	0	0	0	0	None
268	Library of the Carpenters' Company of Philadelphia								Architecture
269	Glard College Library	5,559		December 1	0	0	0	0	None
270	Library of the Historical Society of Pennsylvania	15,000	30,000	January 1	5,000	0	0	0	American history, local and family.
271	Library of the Academy of Natural Sciences	100,000	30,000	May 1	30,000	0	0	(c)	None
272	Library of the Academy of Natural Sciences	25,000	30,000	January 1				(d)	Works on natural history
273	Mercantile Library	109,945	4,000	January 1	52,800	0	0	0	Strong in bibliography
274	Moyamensing Library	4,000		In December					
275	Pennsylvania Horticultural Society Lib.	12,500		In January	17,000	0	0	0	Horticultural and botanical
276	Pennsylvania Hospital Library	10,015	163	January 1					Medical science
277	Southward Library	5,155	45	January 1	0	0	0	0	None
278	Young Men's Christian Association Lib.	13,012	800	January 1	0	0	0	0	None
279	Young Men's Mercantile Library	3,000		October 1					None
280	Union Library Company of Upper Merion	1,935	0	Dec. 2d Monday	0	0	0	0	None
281	Warren Library Association	2,731	150	April 5					None
282	West Town Boarding-School Library	1,430		March, 3d Friday					History
283	Wyoming Athenæum	3,000		June, 1st Monday	0	0	0	0	None
284	East Greenwich Free Library	1,220	20	October 8	30	0	0	0	None
285	Foster Manton Library	938	3	December 1	0	0	0	0	None
286	Kingsdon Library	2,561		May 1	11,000			(e)	None
287	Lonsdale Library	14,799		October 1	17,000	0	0	0	25,000
288	People's Library	20,634	4,400						
289	Redwood Library and Athenæum	1,354	156	April 8	0				
290	Saltersville Reading Room and Library	4,333		In April	4,000	100			Mechanical works
291	Pawtucket Library Association	6,750		January 1	0	0	0	0	None
292	Library of the Association of Mechanics and Manufacturers		0	October 1					Fiction
293	Franklin Lyceum Library	8,517		In September	27,000	800	500	0	None
294	Library of the Union for Christian Work	1,000		September 1					None
295	Perrin's Circulating Library	6,000		October 1					None
296	Providence Athenæum	34,492	30	September 1					Law-reports
297	St. Francis Xavier's Academy Library	300	100	March 1	0	0	0	0	None
298	State Law Library	5,000		July 1					
299	Pawtucket Library Association	2,035	211	In June	75,000	0			
300	Harris Institute Library	7,303		November 1	0	0	0	0	None
301	Charleston Library Society	15,000	250	January	22,500				History of Texas
302	Medical Society of South Carolina Lib.	1,800		December 1					
303	State Library	4,005	733	December 1					
304	Athenæum Library	12,000							
305	State Library	20,000	500						
306	Galveston Free Library	15,000	2,000						
307	Houston City Library	1,750							
308	Library of the Bowdon Literary Society	11,257	588	December 1	2,500	8,000	650	0	American law
309	State Library	14,690	2,000	In March	2,280	250	0	0	None
310	Peabody Library	2,100	460	January 1					None
311	St. Johnsburg Athenæum	9,200							

a Appropriation for the year. *b* Library and reading-room. *c* Ridgeway branch building. *d* Building for academy of natural sciences. *e* Addition to library building.

TABLE XVII.—Statistics of increase in libraries for 1874, &c.—Continued.

Number.	Name.	13	14	15	Fiscal year begins—	Amount of endowment fund.	17	18	19	New build-ings.		Specialty of library.	Strength of specialty.
										Number.	Value.		
312	Alexandria Library.	4,271			April 1.					20		23	23
313	Petersburg Library Association.	2,600			March 1.	\$0	\$0	\$0		0		None.	7,000 vols
314	State Library.	30,000	1,000	20	January 1.	0	4,885			0		Legal works	
315	State Agricultural Society Library.	1,000			January 1.					0		American history and genealogy	
316	State Historical Society Library.	29,468	30,917		January 1.	2,724	921	23,500		0		Law.	
317	State Library.	25,000	500		January 1.		21,700			0		None.	
318	Young Men's Association Library.	15,000			May 1.			500		0		Educational and pedagogical works.	Three-fourths
319	Public School Library.	1,490	0	0	In January.				61,503	0			
320	Library of the Bureau of Education.	2,700			July 1.					0			
321	Library of the Dept. of Agriculture.	6,500		0	November 1.	\$1,500		0		0		Agricultural works	
322	Library of the Dept. of the Interior.	5,359			July 1.					0		None.	
323	Library of Congress.	274,137	53,000		July 1.			23,500		0		None.	
324	Library of the House of Representatives.	125,000	0	0	July 1.	0	0			0		Govt. documents and laws.	
325	Library of the Treasury Department.	8,440			July 1.					0		Technological works.	
326	Patent-Office Library.	22,500		0	July 1.					0		Congressional documents.	
327	Library of the Post-Office Department.	6,301	850	0	July 1.					0	\$0	Public documents.	
328	Senate Library.				October 1.			0		0		Meteorology, electricity, and physics.	Three-fourths
329	Library of the Signal-Office, U. S. A.	2,769	419	2						0			
330	Library of the Surgeon-General's Office.	37,000	30,000		July 1.					0		Astronomy, meteorology, &c.	
331	United States Naval Observatory Lib.	6,200	500	5	October 1.		0			0		Military and works of reference.	
332	Library of the War Department.	12,275						390		0			
333	Washington City Library.	14,000			April 1.					0			
334	Public School Library.	1,436	200		September 1.			200		0			
335	Territorial Library.	3,000	1,000	100	January 1.			0		0			
336	Library of Washington Territory.	5,000	500	0				0		0		None.	

a Appropriation for the year.

TABLE, XVII—*Memoranda.*

Name.	Location.	Remarks.
Woodward's Gardens Library	San Francisco, Cal.	Closed.
Young Men's Library Association	Galesburg, Ill.	See Free Public Library, (identical.)
Bangor Library Association	Bangor, Me.	Discontinued, and books transferred to the Bangor Mechanics' Association.
Holten Public Library	Brighton, Mass.	Annexed to Boston Public Library.
Charlestown Public Library	Charlestown, Mass.	Annexed to Boston Public Library.
Natick Town Library	Natick, Mass.	United with Morse Institute, and now Morse Institute Library.
North Bridgewater Public Library	North Bridgewater, Mass.	Name of town and library changed to "Brockton;" see Brockton Public Library, (identical.)
Ketchum Library	Bristol, N. H.	Closed.
Town Library	Bristol, N. H.	Discontinued, the town voting to sell the books at auction.

TABLE XVIII.—PART 1.—*Statistics of museums of natural history for*

[NOTE.—x signifies yes;

Number.	Name of museum.	Location.	Curators.	When founded.	Nature of collections in natural history.
1	{ Museum of Wesleyan University. }	Middletown, Conn. .	{ Rev. Wm. North Rice, Ph. D. G. B. Goode, A. M. }	1850	General.
2	Museum of Sheffield Scientific School.*	New Haven, Conn. .	Prof. J. G. Brush, A. M.	....	Metallurgy and mineralogy.
3	Yale College Peabody Museum.*	New Haven, Conn. .	Prof. O. C. Marsh, A. M.	....	General.
4	{ Prof. Daniel C. Eaton's Herbarium.* }	New Haven, Conn. .	{ Prof. D. C. Eaton, M. A. }	1856	Botany.
5	{ Illinois Museum of Natural History. }	Normal, Ill.	S. A. Forbes.	1858	General.
6	Notre Dame Museum.	Notre Dame, Ind.	Prof. Joseph C. Carrier, C. S. C.	1848	Miscellaneous.
7	Museum of Iowa State University.*	Iowa City, Iowa.	Prof. Chas. A. White. ....	....	Geology and zoölogy.
8	Museum of Tabor College.	Tabor, Iowa.	Prof. J. E. Todd, A. M.	1869	General.
9	{ Museums of Amherst College. }	Amherst, Mass.	{ Prof. Edward Hitchcock, A. M., M. D., custodian. }	1821	General.
10	{ Museum of Boston Society of Natural History.* }	Boston, Mass.	{ Alpheus Hyatt, (custodian.) }	1830	General.
11	{ Botanic Garden and Herbarium, Harvard University. }	Cambridge, Mass.	{ Chas. S. Sargent, A. B., (director of Botanic Garden,) Sereno Watson, A. M., (curator of Herbarium.) }	....	Botany.
12	{ Museum of Comparative Zoölogy. }	Cambridge, Mass.	{ Alexan'r Agassiz, A. B., S. B. }	1859	General.
13	Berkshire Athenæum Museum.	Pittsfield, Mass.	E. G. Hubbel.	1871	General.
14	{ Peabody Academy of Science. }	Salem, Mass.	{ F. W. Putnam, (director.) }	1867	General.
15	Museum of the City Library Association.	Springfield, Mass. .	Rev. Wm. Rice.	1859	....
16	Williams College Natural History Museum.	Williamstown, Mass.	Prof. Sanborn Tenney, A. M.	....	General.
17	{ Museum of University of Michigan.* }	Ann Arbor, Mich. .	.....	1838	{ General, (including medical and art.) }
18	{ New Hampshire Philomathic and Antiquarian Society. }	Contoocook, N. H. .	H. A. Fellows.	1850	{ Literature, antiquities, natural history, geology, for'n curiosities. }
19	Museum of Dartmouth College.	Hanover, N. H.	Prof. C. H. Hitchcock, Ph. D.	1840	Minerals, rocks, birds, &c.

* From Report of Commissioner of Education for 1873.
a Partial.

1874; from replies to inquiries by the United States Bureau of Education.

0 signifies no or none.]

Income.		Expenditures.		Employés.		Visitors.			Having regular lectures.	Printed catalogues.	Number.
Amount.	Source.	Amount.	Purpose.	Number.	Titles.	General.	College and school students.	Special scientists.			
\$2,075	Endowment ..	\$1,525	Salaries and wages.	2	Scientific men, viz	1,500	500	.....	100	0	1
		250	Vertebrates.....	1	curator of zoölogy and botany.						
		10	Anatomical preparations.	1	curator of palæontology and mineralogy.						
		175	Bottles, &c.....								
		75	Alcohol, &c.....								
		2,075	Total for last year								
		3,000	Not stated						x	x	2
						2,000			x	x	3
	Personal.....	{ 100	Wages	1	Curator of botany.						4
		{ 150	Plants								
		{ 1,000	Total for five years								
2,500	{ State appro-	{ 1,700	Salaries and wages.	1	Scientific man...				0	0	5
	priation. }	{ 1,000	All other purposes	1	Laborer.....						
		{ 2,700	Total for last year								
		80	All purposes	2	Scientific men.....	1,400			0	0	6
						200			x	0	7
						200	250		40	0	8
		45	Total for last year								
		{ 20	Increase of collections.	4	Professors	1,000	250	20	x	0	9
		{ 150	Building and repairs.								
14,461	Endowment....	{ 5,775	Salaries and wages.	4	Scientific men (paid.)						
1,455	Donations.....			2	Laborers. (paid.)	130,000			40	(a)	10
1,215	Members' fees.	2,043	Collections.....	27	Curators of departments, (not paid.)						
130	Admission fees	2,718	Building and repairs.								
12,532	Total for past year.	{ 17,190	Total for past year								
				2	Instructors.....				x	0	11
1,000	Endowment.....	1,000	All purposes	1	Curator of herbarium.						
				3	Gardeners and 2 assistants.						
49,000	{ Endowment. }	42,500	Collections	6	Curators of departments.				x		12
	{ Appropriations and donations }										
2,000	Appropriations.	1,000	Salaries and wages.	1	Curator	5,000			0	0	13
				4	Scientific men...						
9,200	Endowment.....	5,000	All purposes	2	Laborers	37,591			0	(b)	14
				1	Woman						
				2	Curators of departments.						
0											15
		100-300	Annual expenditure.	1	Professor of natural history.	500	200		x	0	16
	University funds	550	{ Salaries and wages. }	1	Scientific man...	10,000	250	3	x	(a)	17
				1	Laborer—boy						
{ 131	Donations.....										
{ 47	Members' fees. }	309	Collections			600			3	(c)	18
{ 231	Other sources. }										
		0							60	0	19

b Catalogues of birds of New England and of minerals of Essex County have been published.

c In preparation.

TABLE XVIII.—PART 1.—*Statistics of museums of*

Number.	Name of museum.	Location.	Curators.	When founded.	Nature of collections in natural history.
20	{ New York State Museum of Natural History. }	Albany, N. Y.	James Hall*.....	1843	General.....
21	{ Buffalo Society of Natural Sciences. }	Buffalo, N. Y.	A. R. Grate.....	1861	General.....
22	{ Museum of Madison University. }	Hamilton, N. Y.	{ Rev. W. R. Brooks, } D. D.	1868	Zoölogy and geology.
23	{ Museum of Cornell University. }	Ithaca, N. Y.	Prof. Ch. F. Hartt, M. A.	.....	.....
24	{ Museum of School of Mines, Columbia College.* }	New York, N. Y.	Prof. J. S. Newberry, M. D., LL. D.	1866	General.....
25	Museum of Vassar College.	Poughkeepsie, N. Y.	{ Prof. James Orton, } A. M.	1861	General.....
26	Cabinets of the University of Rochester.	Rochester, N. Y.	S. A. Lattimore, Ph. D., LL. D.	1860	Geology, mineralogy, and archæology.
27	{ Museum of Ohio Wesleyan University. }	Delaware, Ohio	{ Prof. Edward T. Nelson, Ph. D. }	1859	General.....
28	{ Academy of Natural Sciences. }	Philadelphia, Pa.	George W. Tryon, jr.	1812	General.....
29	The Wagner Free Institute of Science.	Philadelphia, Pa.	William Wagner, LL. D., president.	1855	"The whole field of nature."
30	Museum of Brown University.	Providence, R. I.	J. W. P. Jenks, A. M.	1872	Miscellaneous.....
31	{ Museum of Natural History, College of Charleston. }	Charleston, S. C.	G. E. Manigault	1851	General.....
32	Cutting's Museum	Lunenburg, Vt.	{ Hiram A. Cutting, } A. M., M. D.	1852	{ Entomology, ornithology, mineralogy. }
33	Cabinet of Middlebury College.	Middlebury, Vt.	Prof. Henry M. Seely, A. M., M. D.	.....	General.....
34	Vermont State Cabinet ...	Montpelier, Vt.	Hiram A. Cutting, A. M., M. D.	1854	Natural history of Vermont.
35	{ Cabinet of Natural History, University of Wisconsin. }	Madison, Wis.	{ Roland D. Irving, } A. M., E. M.	1850	General.....
36	{ National Agricultural Museum. }	Washington, D. C. ...	Townsend Glover...	1864	{ Agricultural products, fibers, specimens of natural history, &c. }
37	United States Department of Agriculture, Herbarium.*	Washington, D. C. ...	George Vasey, botanist.	1839	Botany
38	United States National Museum, Smithsonian Institution.*	Washington, D. C. ...	Prof. Spencer F. Baird.	1846	.....

* From Report of Commissioner of Education for 1873.

natural history for 1874, &c.—Continued.

Income.		Expenditures.		Employees.		Visitors.			Having regular lectures.		Printed catalogues.	
Amount.	Source.	Amount.	Purpose.	Number.	Titles.	General.	College and school students.	Special scientists.			Number.	
\$10,570	State grants...	\$9,700	Salaries and wages.	5	Scientific men...	5,000			0	x	20	
		1,286	Collections and geological investigations.	2	Janitor and ass't							
		2,089	Print'g, bind'g, &c	3	Women							
		3,495	Miscellaneous...	1	Curator of botany							
		16,570	Total for last year									
		700	Salaries and wages.	2	Scientific men ..	16,000			x		21	
	Legacies.....	700	Salaries and wages.	1	Laborer.....							
	Members' fees. }	360	Collections.....	1	Woman.....							
		50	Alcohol, &c.....	10	Curators of departments.							
18,000	Total for last five years.	20,000	Total for last five years.	1	Curator.....				12		0	22
2,500	Total for last year	2,500	Total for last year.	1	Laborer.....						0	23
				7	Scientific men							
600	College funds ...	600	Collections.....	0					200		0	24
	Endowment .											
	Legacies.....	750	Total for last year.	1	Woman.....		400	20	150		0	25
	Total for last year.											
0		0		0					50		0	26
		100	{ Freight, bottles, }	1	Curator.....				0			27
			&c.	1	Assistant curator }							
1,500	Endowment..	2,500	Salaries and wages.	3	Scientific men ..	15,000			0	(a)	28	
3,500	Members' fees			2	Laborers.....							
1,000	Admission fees	500	Bottles, alcohol, &c.	2	Women.....							
6,000	Total for last year.	5,000	Total for last year	6	Professors ..							
	From Mr. Wagner.								500		0	29
									1,000			
		1,000	Salaries and wages.	1	Scientific man ..							30
	Donations	1,000	Salary									
	College funds...	550	New case and collections.	1	Curator.....							31
		150	Salaries and wages.									
300	Donations ...	300	Collections.....	1	Curator.....	200	100	20	x		0	32
50	Legacy	375	Buildings and repairs.									
600	Total for last year.	7	Alcohol, &c.....									
		832	Total for last year									
0												33
200	State appropriation.	200	Collections.....	1	Curator.....	35,000	600	20	0		0	34
1,077	Total for last year	872	Collections.....	2	Scientific men ..				x		0	35
		205	New cases									
		1,077	Total for last year									
3,500	Congressional appropriation.	3,000	New cases and modeling.	3	Scientific men...	50,000			0		0	36
				1	Laborer.....							
				2	Women.....							
1,000	United States appropriation.	200	Plants								0	37
											0	38

a Partial.

TABLE XVIII.—PART 1.—*Statistics of museums of*

Number.	Name of museum.	Location.	Curators.	When founded.	Nature of collections in natural history.
	ANATOMICAL MUSEUMS.				
39	Medical School of Yale College.	New Haven, Conn ..	.....	.....	Natural and morbid specimens, casts, models, and plates.
40	Warren Anatomical Museum of Harvard University.	Cambridge, Mass ...	Prof. J. B. S. Jackson, M. D.	.....	Pathological anatomy.
41	Stoughton Museum of New Hampshire Medical College.	Hanover, N. H. ....	.....	.....	Anatomy and pathology; cabinet of materia medica & medical botany.
42	Vassar College Anatomical Cabinet.*	Poughkeepsie, N. Y.	Prof. Adelia C. Avery, M. D.	1864	Anatomy
43	Museum of Medical School of South Carolina.	Charleston, S. C.	Prof. J. E. Chazat, M. D.	1832	Pathology and physiology.
44	Army Medical Museum...	Washington, D. C ..	Asst. Surg. George A. Otis, U. S. A.	1863	Surgical, medical, anatomical, microscopical, miscellaneous.

*From Report of Commissioner of Education for 1873.

MEMORANDA.—The museum of Griswold College, Davenport, Iowa, is closed. The museum of the ported, except in part, from Geneva. During 1875 it will be placed in the new college building and sys

natural history for 1874, &c.—Concluded.

Income.		Expenditures.		Employés.		Visitors.			Having regular lectures.	Printed catalogues.	
Amount.	Source.	Amount.	Purpose.	Number.	Titles.	General.	College and school students.	Special scientists.		Number.	Number.
									×	30	
\$648	Warren fund....								×	40	
									400	41	
									59	42	
									×	43	
5,000	Total for last year.....					26,071			0	×	44

College of Physicians and Surgeons of Syracuse University, Syracuse, N. Y., has not yet been systematically arranged.

TABLE XVIII.—PART 2.—Statistics of museums

Number.	Name.	ANIMALS.							
		Vertebrates.		Articulatcs.		Mollusks.		Molluscoids.	
		Species.	Specimens.	Species.	Specimens.	Species.	Specimens.	Species.	Specimens.
1	Museum of Wesleyan University.	1,515	3,030	690	2,040	7,195	82,400	160	1,000
2	Prof. Daniel C. Eaton's Herbarium.*	.....	.....	.....	.....	.....	.....	.....	.....
3	Illinois Museum of Natural History.	.....	.....	.....	.....	.....	.....	.....	.....
4	Notre Dame Museum .....	.....	340	.....	456	.....	800	.....	45
5	Museum of Tabor College.....	141	194	257	1,089	649	3,753	83	850
6	Amherst College Museums....	1,152	646	2,300	*5,090	5,020	*8,000	.....	*43
7	Museum of Boston Society of Natural History.*	7,573	16,357	700	3,650	Many.	Many.	43	1,200
8	Gray's Herbarium, Harvard University.	.....	.....	.....	.....	.....	.....	.....	.....
9	Museum of the City Library Association.	640	1,516	512	1,650	1,000	3,000	.....	.....
10	Williams College Natural History Museum.	480	700	*120	*330	702	2,510	*4	*12
11	Museum of University of Michigan.*	(c)	.....	.....	.....	.....	.....	.....	.....
12	New Hampshire Philomathic and Antiquarian Society.	.....	134	.....	313	.....	395	.....	.....
13	Museum of Dartmouth College. ^f	170	340	1,000	.....	100	1,200	.....	.....
14	New York State Museum of Natural History.	.....	2,368	297	1,044	91,003	94,006	9677	94,384
15	Buffalo Society of Natural Sciences.*	770	2,612	1,770	6,212	3,054	9,510	10	400
16	Museum of Madison University.	175	2,000	20	300	.....	.....	.....	.....
17	Museum of Cornell University	1,000	2,000	4,350	23,003	26,200	80,600	1,000	6,000
18	Museum of School of Mines of Columbia College.*	232	1,462	237	929	2,500	21,500	202	5,154
19	Museum of Vassar College .....	.....	.....	.....	.....	.....	.....	.....	.....
20	Cabinets of the University of Rochester.	.....	.....	.....	.....	.....	.....	.....	.....
21	Museum of Ohio Wesleyan University.*	(k)	420	80	.....	.....	5,500	.....	3,735
22	Academy of Natural Sciences	3,600	30,400	27,500	112,250	20,030	100,000	With mollusks.	
23	The Wagner Free Institute of Science.*	(m)	.....	.....	.....	.....	250,000	.....	.....
24	Cutting's Museum*	79	314	200	1,500	375	.....	.....	.....
25	Cabinet of Middlebury College*	.....	190	.....	665	.....	1,920	.....	.....
26	Vermont State Cabinet*	220	350	.....	1,500	60	300	.....	.....
27	Cabinet of Natural History, University of Wisconsin.	.....	420	135	190	352	2,002	32	45
28	United States Department of Agriculture, Herbarium.*	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of Commissioner of Education for 1873.

a Species of plants.

b These are skeletons.

c With coelenterates.

d Not classified.

e The returns simply indicate 45,353 specimens of animals; 42,594 specimens of plants; 40,565 specimens of geology; and 798 archaeological specimens.

f The Museum of the Geological Survey of New Hampshire, which is in the same room with the College Museum, is to become the property of the New Hampshire College of Agriculture and Mechanic Arts. It consists of collections illustrating the geology and lithology of New Hampshire and Vermont, fossils, bowlders, &c.

of natural history, &c.—Concluded.

ANIMALS.						PLANTS.				MINERALS.		Number.
Echinoderms.		Coelenterates.		Protozoans.		Phanerogams.		Cryptogams.				
Species.	Specimens.	Species.	Specimens.	Species.	Specimens.	Species.	Specimens.	Species.	Specimens.	Species.	Specimens.	
125	750	141	606	35	125	2,300	6,325	190	540	325	9,000	1
.....	.....	.....	.....	.....	.....	12,000	20,000	4,200	20,000	.....	.....	2
.....	.....	.....	.....	.....	.....	as 90	.....	.....	.....	212	.....	3
.....	35	.....	10	.....	25	.....	8,200	.....	450	325	.....	4
33	238	56	437	22	110	100	200	75	110	125	.....	5
200	.....	.....	*174	(c)	.....	*27,000	*4,000	.....	*1,000	*150	*34,000	6
400	3,000	145	1,600	.....	.....	21,367	87,545	1,342	4,691	.....	3,000	7
.....	.....	.....	.....	.....	.....	70,000	281,000	With phanero- gams.		.....	.....	8
11	50	15	100	.....	10	.....	.....	.....	.....	200	.....	9
50	75	.....	.....	.....	.....	3,500	12,000	50	200	300	.....	10
.....	.....	.....	.....	.....	.....	8,897	42,894	With phanero- gams.		.....	.....	11
.....	.....	.....	*15	.....	.....	.....	225	.....	*16	.....	1,500	12
.....	8	0	0	.....	.....	200	.....	With phanero- gams.		150	.....	13
.....	342	202	800	24	81	4,824	.....	3,154	.....	2,040	.....	14
12	50	5	25	33	80	6,800	14,200	1,200	3,000	700	5,000	15
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	16
250	750	500	2,000	50	500	.....	6,000	.....	3,000	600	.....	17
170	650	200	700	210	280	30,000	75,000	2,500	6,100	1,000	.....	18
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	(i)	13,600	19
.....	1,125	.....	50	.....	10	.....	38	.....	75	300	4,200	20
.....	.....	.....	.....	.....	.....	70,000	250,000	With phanero- gams.		500	7,500	21
.....	.....	.....	.....	.....	.....	.....	230,000	With phanero- gams.		.....	230,000	22
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5,000	23
22	.....	40	.....	4	.....	500	1,500	.....	.....	.....	1,000	24
.....	.....	.....	.....	.....	.....	0	0	0	0	.....	5,000	25
35	50	70	250	20	50	1,000	.....	.....	.....	220	550	26
.....	.....	.....	.....	.....	.....	20,000	.....	1,500	.....	.....	.....	27
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	28

g These are fossils. Total of recent mollusks and molluscoids, 8,099 species and 80,000 specimens.

h Also 800 rocks.

i Three-quarters of all species known.

k During the college year ended June, 1874, 6,847 specimens were added to the museum in all departments. Since June over 3,850 specimens have been received, mostly by exchange.

l Also 65,000 specimens of fossils not enumerated separately.

m The museum contains 1,000 human anatomical preparations, 250,000 fossils, and a large number of other specimens.

TABLE XIX.—PART 1.—*Statistics of museums of art for 1874;*

Number.	Name of museum.	Location.	By whom owned.
1	Wadsworth Athenæum, Art Gallery	Hartford, Conn.	Stockholders
2	The Yale School of the Fine Arts.	New Haven, Conn. ...	Corporation of Yale College
3	Art Gallery of the Illinois Industrial University.	Urbana, Ill.	Illinois Industrial University ..
4	Notre Dame Museum	South Bend, Ind. ...	Congregation of the Holy Cross.
5	Art collections of Louisiana State University.	Baton Rouge, La. ...	State of Louisiana
6	Maryland Historical Society's Museum ..	Baltimore, Md.	Maryland Historical Society
7	Amherst College Art Gallery	Amherst, Mass.	Amherst College
8	Boston Athenæum Gallery	Boston, Mass.	Proprietors
9	Boston Public Library, department of the Fine Arts.	Boston, Mass.	City of Boston
10	Museum of Fine Arts <i>b</i>	Boston, Mass.	Trustees
11	Gray Collection of Engravings	Cambridge, Mass. ...	Harvard University
12	Essex Institute	Salem, Mass.	Essex Institute Corporation
13	Art Gallery, University of Michigan	Ann Arbor, Mich. ...	University of Michigan
14	New Hampshire Antiquarian Society's Museum.	Contoocook, N. H. ...	New Hampshire Antiquarian Society.
15	Museum of Fine Arts, Cornell University.	Ithaca, N. Y.	Cornell University
16	Metropolitan Museum of Art <i>b</i>	New York, N. Y. ...	Corporation of Metropolitan Museum of Art.
17	National Academy of Design	New York, N. Y.	Corporation of Academicians ...
18	New York Historical Society's Museum and Gallery of Art.	New York, N. Y.	New York Historical Society ...
19	Art Gallery, Vassar College	Poughkeepsie, N. Y. .	Vassar College
20	Art Museum of Rochester University	Rochester, N. Y.	Rochester University
21	Art Museum of Syracuse University	Syracuse, N. Y.	Syracuse University
22	Western Reserve and Northern Ohio Historical Society and Museum.	Cleveland, Ohio.	Department of Cleveland Library Association.
23	The Pennsylvania Academy of Fine Arts.	Philadelphia, Pa. ...	Stockholders
24	The Historical Society of Pennsylvania..	Philadelphia, Pa. ...	Historical Society of Pennsylvania.
25	Museum of the Redwood Library and Athenæum.	Newport, R. I.	The Company of the Redwood Library and Athenæum.
26	Park Gallery of Art, University of Vermont.	Burlington, Vt.	University of Vermont
27	Corcoran Art Gallery	Washington, D. C. ...	Board of nine trustees

a Exclusive of the art collections, which have cost \$33,736.*b* In addition to its own the museum exhibits important loan-collections.

from replies to inquiries by the United States Bureau of Education.

When founded.	By whom founded.	Amount of endowment.	Income for past year.		Expenditure for past year.		Number.
			Amount.	Source.	Amount.	Object.	
1842	Daniel Wadsworth & others	.....	.....	From visitors, only.	.....	.....	1
1864	Augustus Russell Street...	\$33,000 {	\$5,930	Endowment . . .	\$5,700	Salaries, &c	2
1874	Money raised and expended by President Gregory.	.....	5,850	Donations	5,870	Repairs, &c	
1848	A board of trustees.	.....	1,400	All other . . . . .	.....	.....	3
1854	Louisiana State University	.....	2,500	Donations	2,500	Collections	
1844	Twenty citizens.	.....	.....	.....	100	Collections, &c	4
1874	Money raised and expended by Prof. R. H. Mather.	0	.....	.....	12	Collections	5
1807	Citizens of Boston	253,440	2,362	Endowment . . .	3,402	Collections	6
1852	City of Boston	.....	.....	.....	.....	.....	7
1870	City of Boston and corporators.	0	12,000	Donations	12,000	Collections and hall.	10
1856	Francis Colley Gray	10,135 {	1,355	Endowment . . .	500	Salaries, &c	
1848	Essex Historical and Natural History Societies.	.....	95	All other	846	Collections	11
1855	University of Michigan	0	325	Art exhibition . .	17	All other	
1859	The Philomatheic Club	0 {	131	Donations	275	Art exhibition	12
1865	Cornell University	.....	338	All other	100	Rent, repairs, &c . . .	13
1870	Citizens of New York	243,174 {	7,500	Mun'pl grant. . .	369	Collections	14
1826	Artists of New York	.....	41,911	Subscriptions . .	2,037	Salaries, &c	
1894	Egbert Benson, John Pintard, and nine others.	.....	17,303	All other	6,063	Rent, repairs, &c . .	16
1864	Matthew Vassar &c.	50,000 {	3,000	Endowment . . .	38,769	Collections	
1873	Rochester University	.....	10,823	Donations, &c . .	19,766	All other	17
1873	Syracuse University	.....	.....	Members' dues . .	.....	.....
1867	Cleveland Library Association.	10,000	800	Endowment . . .	800	Current expenses . .	19
1805	Seventy-one citizens	.....	100,000	Sale of stock . . .	100,000	Erection of new building.	20
1824	Seven citizens	.....	3,030	Members' dues . .	.....	.....	21
1730	Citizens of Newport, R. I.	.....	.....	.....	.....	.....	22
1873	University of Vermont	0	750	Subscriptions and donations.	500	Casts and architectural models.	23
1869	W. W. Corcoran	1,000,000	70,000	Endowment . . .	.....	Collections	24

^cBy collection of pictures and art books which cost \$20,000. One endowment is a "history, art, and cabinet fund."

TABLE XIX.—PART I.—*Statistics of museums of art, &c.*—Continued.

Number.	Name of museum.	Chief officer.	Admission.	Number of visitors last year.	Lectures delivered.	
					Number.	Subject.
1	Wadsworth Athenaeum, Art Gallery	Calvin Day, president; J. Hammond Trumbull, secretary	Free to stockholders and their families; the public pays an admission fee.	6,000	6	The arts of design, painting, sculpture, and architecture.
2	The Yale School of the Fine Arts	Professor John F. Weir, director	Free to the students; the public pays a fee of 25 cts.		12	History of Italian art.
3	Art Gallery of Illinois Industrial University.	John M. Gregory, LL.D., pres't of univ.	Unrestricted			Architecture and the history and principles of art.
4	Notre Dame Museum	Professor J. S. Zahm, C. S. C., curator	Unrestricted		0	
5	Art collections of Louisiana State University	Col. D. F. Boyd, superintendent	Unrestricted			
6	Maryland Historical Society's Museum.	J. G. Gabelell, assistant librarian.	Unrestricted			A course on art.
7	Amherst College Art Gallery	Professor E. H. Mather, curator.	Unrestricted			
8	Boston Athenaeum Gallery	E. N. Perkins, chairman com. on fine arts.	No exhibition this year.	3,000		
9	Boston Public Library, department of the Fine Arts.	Justin Winsor, superintendent of library.	Unrestricted			
10	Museum of Fine Arts	Charles C. Perkins, chairman committee on museum.				
11	Gray Collection of Engravings	George H. Palmer, curator.	Appointments to visit the collection are made by note to the curator.	100	0	
12	Essex Institute	George M. Whipple, secretary	Unrestricted		12	Art, admission free
13	Art Gallery, University of Michigan	J. B. Ancell, LL.D., pres't of university	Unrestricted	5,000	30	Architecture.
14	New Hampshire Antiquarian Society's Museum.	Henry A. Feltowes, curator	Unrestricted	500	0	
15	Museum of Fine Arts, Cornell University	Andrew D. White, LL.D., pres't of univ.	Unrestricted		18	Architecture.
16	Metropolitan Museum of Art.	John Taylor Johnston, pres't; W. J. Hop- pin, sec.; Theo. Bland, asst sec.	Free on Mondays; other days 25 cents admission fee.	470,675	0	
17	National Academy of Design	T. Addison Richards, N. A., cor. sec	The public pays an entrance fee of 25 cents.	35,000		Annual course on art sub- jects, free.
18	New York Historical Society's Museum and Gal- lery of Art.	George H. Moore, librarian	Free to members and friends; practically free to public.			
19	Art Gallery, Vassar College	John H. Raymond, LL.D., president; Pro- fessor Henry Van Ingen, curator.			12	History and theory of archi- tecture, painting, sculp- ture, and ornamentation.
20	Art Museum of Rochester University	M. B. Anderson, LL.D., pres't of univ.			25	Art.
21	Art Museum of Syracuse University.	Professor George F. Comfort, dean of col- lege of fine arts.	Unrestricted		26	History and theory of the fine arts.

22	Western Reserve and Northern Ohio Historical Society and Museum.	Miss C. M. Seymour, librarian	Free.	1,723		
23	The Pennsylvania Academy of Fine Arts.	John Sartain, secretary of the academy.	Free to all applicants.	4,500	4	History.
24	The Historical Society of Pennsylvania.	John Jordan, Jr., chairman of library committee; William J. Buck, assistant librarian.	Unrestricted.	800	25	Fine arts; to students of the university.
25	Museum of the Redwood Library and Athenaeum.	Benjamin H. Rhoades, librarian.	Free Tuesday, Thursday, and Saturday; 25 cents admission other days.	75,126	1	The Baptistery Gales of Gliberti, by Professor Weir, of Yale College.
26	Park Gallery of Art, University of Vermont.	M. H. Buckham, A. M., pres't of univ.				
27	Corcoran Art Gallery.	William MacLeod, curator; W. S. Barbin, M. D., assistant curator.				

a 50,383 admitted free.

b Courses.

TABLE XIX.—PART 1.—Statistics of museums of art, &c.—Continued.

Number.	Name of museum.	Marbles.				Copies in plaster.				Bronzes.	Terra-cotta.	Reliefs, ancient and modern.	Ceramics, mosaics, and
		Statues.		Busts.		Statues.		Busts.					
		Antique.	Modern.	Antique.	Modern.	Antique.	Mediæval and modern.	Antique.	Mediæval and modern.				
1	Wadsworth Athenæum, Art Gallery.....	1	4	.....	6	.....	.....	.....	.....	.....	.....	.....	.....
2	The Yale School of the Fine Arts.....	1	3	63	4	.....	.....	.....	.....	.....	.....	.....	.....
3	Art Gallery of Illinois Industrial University.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	Notre Dame Museum <i>c</i>.....	.....	8	.....	4	.....	.....	.....	.....	.....	.....	.....	.....
5	Art collections of Louisiana State University.....	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....
6	Maryland Historical Society's Museum.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	Amherst College Art Gallery.....	b1	9	.....	24	.....	.....	.....	.....	.....	.....	.....	.....
8	Boston Athenæum Gallery.....	.....	3	1	5	.....	.....	.....	.....	.....	.....	.....	.....
9	Boston Public Library, department of the Fine Arts.....	1	2	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
10	Museum of Fine Arts <i>c</i>.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
11	Gray Collection of Engravings.....	.....	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....
12	Essex Institute.....	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
13	Art Gallery, University of Michigan.....	.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
14	New Hampshire Antiquarian Society's Museum <i>t</i>.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
15	Museum of Fine Arts, Cornell University.....	.....	3	.....	3	.....	.....	.....	.....	.....	.....	.....	.....
16	Metropolitan Museum of Art.....	31,000	3	.....	7	.....	.....	.....	.....	.....	.....	.....	.....
17	National Academy of Design.....	.....	3	.....	7	.....	.....	.....	.....	.....	.....	.....	.....
18	New York Historical Society's Museum and Gallery of Art.....	.....	3	.....	7	.....	.....	.....	.....	.....	.....	.....	.....
19	Art Gallery, Vassar College.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
20	Art Museum of Rochester University.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
21	Art Museum of Syracuse University.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
22	Western Reserve and Northern Ohio Historical Society and Museum.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
23	The Pennsylvania Academy of Fine Arts.....	3	9	.....	15	.....	.....	.....	.....	.....	.....	.....	.....
24	The Historical Society of Pennsylvania.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
25	Museum of the Redwood Library and Athenæum.....	b1	1	65	.....	.....	.....	.....	.....	.....	.....	.....	.....
26	Park Gallery of Art, University of Vermont.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
27	Concord Art Gallery.....	.....	5	1	10	.....	.....	.....	.....	.....	.....	.....	.....

a 41 are the models of all Bartholomew's statues, and 10 of the busts are by the same artist. b Copies. c The museum also contains 7 carvings in ivory and wood, 6 ancient inscriptions, and 9 tapestries. d Originals; 8 of the busts are also originals. e The museum contains, also, the entire fittings of a room of the time of Henry VIII; several hundred casts of antique and Renaissance works have been purchased in Europe. f Antiquities from Cyprus. g A few. h Many. i The museum contains, also, 6 carvings in wood. j Di Cesnola collection. k 12,000 are of the Di Cesnola collection.

TABLE XIX.—PART 1.—Statistics of museums of art, &c.—Concluded.

Number.	Name of museum.	Paintings, engravings, &c.				Coins, gems, jewelry, &c.				Miscellaneous.					
		Paintings in oil and water.		Engravings and photographs, &c.	Photographs, drawings, &c.	Gold and silver ware, coins and medals.	Gems, cameos, and enamels.	Plaster casts of lions.	Rare specimens of binding and printing.	Specimens of armor and weapons.	Costumes.	Chinese and Japanese curiosities.	Indian relics.	Egyptian antiquities, &c.	
		Old masters.	Copies of old masters.												Modern.
1	Wadsworth Atheneum, Art Gallery.	125	20	138	12	300									
2	The Yale School of the Fine Arts	22		67	38	609	200		295	10	20				
3	Art Gallery of Illinois Industrial University			44	44	1,880	403	18							
4	Noire Dame Museum	11		21	1,546	200	200								
5	Art collection of Louisiana State University		5	19	262	407	200		206		(a)				
6	Maryland Historical Society's Museum		5	10	(b)	69	262				(a)				
7	Amherst College Art Gallery		1	3		625									
8	Boston Athenaeum Gallery.		(212)			(a)		3	1,523	(a)					
9	Fine-Arts department of the Public Library			5	27,000	200	200	3							
10	Museum of Fine Arts			47	81	220									
11	Gray Collection of Engravings.				6,000										
12	Essex Institute.			70		(a)	263		(b)						
13	Art Gallery, University of Michigan		(b)		550	107	30	61	1,350	(a)	42	35		100	
14	New Hampshire Antiquarian Society's Museum.			34	1,225	335	577		2,900	(a)					
15	Museum of Fine Arts, Cornell University	6			(b)	(f)	200								
16	Metropolitan Museum of Art	230		47	(b)	(f)									
17	National Academy of Design.			400	500										
18	New York Historical Society's Museum and Gallery of Art.	219		388											24,427
19	Art Gallery, Vassar College	6		500	300	2,000				15					
20	Art Museum of Rochester University			10	300	(a)								(a)	
21	Art Museum of Syracuse University				(b)	(b)									
22	Western Reserve and Northern Ohio Historical Society and Museum.			4	121	57	1,033	2	343	6	41	23	36	800	
23	The Pennsylvania Academy of Fine Arts	31	2	47	(a)	(a)	(a)		1,886	(a)	4			(a)	
24	The Historical Society of Pennsylvania			101	(a)	(a)									
25	Museum of the Redwood Library and Athenaeum	4	39	169	(a)	(a)				0	0	0	0	0	0
26	Park Gallery of Art, University of Vermont			1	0	0	2								
27	Corcoran Art Gallery			118	(f)	(f)	(k)								

a Many. *b* A few. *c* Cardinal Testi's collection. *d* 10 volumes of photographs. *e* Also, 7 illuminated mss. and a large and fine collection of specimens of wood-carving. *f* The Abbott collection; the museum also contains the Lenox collection of Ninotch sculptures, 13 pieces. *g* Several thousand. *h* Also tapestry from Warwick Castle. *i* Also 10 fac-similes of illuminated manuscripts. *j* Photographs of the leading works of art in its possession are taken, to be obtained only at the gallery. *k* Electrotype reproductions of the Hildesheim treasures, 30 pieces; galvanoplastic reproductions of articles in the Kensington museum, 82 pieces.

TABLE XIX.—PART 2.—Statistics of institutions affording art-instruction, including Bureau of

Number.	Name.	Location.	By whom owned.	When founded.	By whom founded.
1	School of Design of the San Francisco Art Association.	San Francisco, Cal.	The Art Association..	1873	The Art Association ..
2	Yale School of the Fine Arts.	New Haven, Conn.	Corporation of Yale College.	1864	Augustus R. Street....
3	Art Schools of Chicago Academy of Design.	Chicago, Ill	Corporation of Academy of Design.	1867	The Academy.....
4	Illinois Industrial University.	Urbana, Ill.....	Illinois Industrial University.	1874	The State.....
5	Maryland Institute Schools of Art and Design.	Baltimore, Md....	Maryland Institute...	1848	Maryland Institute...
6	Art School.....	Baltimore, Md....	Messrs. A. J. H. Way and C. D. Sauerwein.	1874	Messrs. Way & Sauerwein.
7	Boston Art Club.....	Boston, Mass.....	The association	1855	21 artists and amateurs
8	Lowell School of Practical Design.	Boston, Mass.....	Massachusetts Institute of Technology.	1872	Trustee of Lowell Institute.
9	Massachusetts Institute of Technology, department of architecture.	Boston, Mass.....	Massachusetts Institute of Technology.	1861	William B. Rogers and others.
10	Massachusetts Normal Art School.	Boston, Mass.....	State	1873	State.....
11	Worcester County Free Institute of Industrial Science.	Worcester, Mass..	Corporation.....	1865	John Boynton, esq....
12	St. Louis Art School	St. Louis, Mo.....	St. Louis Art Society..	1872	Conrad Diehl, artist...
13	Manchester Art Association.	Manchester, N. H.	Association of 225 members.	1871	W. W. Colburn, H. W. Herrick, and others.
14	Brooklyn Art Association	Brooklyn, N. Y....	Stockholders.....	1861	Stockholders.....
15	Cornell University, courses in architecture and mechanic arts.	Ithaca, N. Y.....	Cornell University.	1865	.....
16	Ladies' Art Association...	New York, N. Y....	The Association	1870	Mrs. Mary Strongitharm Pope and Mrs. Henry Peters Gray.
17	National Academy of Design.	New York, N. Y....	Corporation of Academicians.	1826	Artists of New York..
18	The Palette Club	New York, N. Y....	The Palette Club	1869	A number of artists...
19	Cooper Union Art Schools; 1. Woman's Art School...	New York, N. Y....	Trustees of Cooper Union.	1855	Ladies of New York..
	2. The Free School of Art	New York, N. Y....	Trustees of Cooper Union.	1857	Peter Cooper.....
20	College of Five Arts of Syracuse University.	Syracuse, N. Y....	Syracuse University ..	1872	Syracuse University ..
21	School of Design of the University of Cincinnati.	Cincinnati, Ohio...	City of Cincinnati.....	1869	City of Cincinnati...
22	Toledo University of Arts and Trades.	Toledo, Ohio	Trustees of University	1872	Jessup W. Scott, Susan Scott, and William Raymond.
23	Franklin Institute drawing classes.	Philadelphia, Pa..	Franklin Institute....	1824	Franklin Institute....
24	Art classes of the Pennsylvania Academy of the Fine Arts.	Philadelphia, Pa..	Stockholders of the academy.	1806	Seventy-one citizens...
25	Philadelphia School of Design for Women.	Philadelphia, Pa..	The corporation.....	1847	Mrs. Sarah Peters.....
26	Pittsburg School of Design for Women.	Pittsburg, Pa.....	The corporation.....	1865	Citizens of Pittsburg..

a The State of Maryland gave \$3,000 to the institute for educational purposes.

all training in industrial art, for 1874; from replies to inquiries by the United States Education.

Purpose of institution.	Amount of endowment.	Income for past year.		Expenditure for past year.		Number.
		Amount.	Source.	Amount.	Object.	
Instruction in art.....		\$3,235	Tuition fees	{ \$3,150 1,000 393	Salaries and wages Casts	1
To afford instruction in the arts of design.	\$38,000	{ 5,850 5,930 1,400	Donations	{ 5,700 5,870 560	Salaries and wages Repairs, additions, &c.	2
The founding and maintenance of schools of art.		{ 9,600 5,000	All other	{ 5,030 5,000	Material for instruction .. Collections	3
Practical application of science to art, &c.		{ 500 600	Donations	{ 2,500 2,672	Rents, salaries, &c. Material for instruction ..	4
To teach art, design, &c.	10,000	{ 2,080 2,080	For Peabody prizes .. Endowment	{ 103 200	Rents, repairs, &c. Material for instruction ..	5
Instruction in drawing and painting.	0		Tuition fees		Rent, material, &c.	6
General advancement of art and promotion of social intercourse among members.	0	11,000	Entrance and annual fees.	9,600	All purposes	7
Training in practical designing for manufactures.			Endowment		Salaries and material	8
Thorough instruction in architecture. <i>b</i>						9
Training school for teachers of industrial drawing.		7,500	State appropriation.		Salaries, rent, &c.	10
Practical application of science to art, &c.	600,000	25,900	All sources	{ 19,600 1,600 2,000	Salaries and wages Material for instruction .. Rents, repairs, &c.	11
Instruction in drawing and painting.	0	145	Tuition fees	{ 125 10 10	Salaries and wages Rent, repairs, &c. Material for instruction ..	12
To promote knowledge and skill in art.		{ 125 300	Donations	{ 300	Material for instruction ..	13
Encouragement of art and artists.	0	{ 1,000 10,000	All other	{ 1,200 6,000	Salaries and wages Exhibitions, schools, &c.	14
Instruction in architecture and mechanics. <i>b</i>						15
To advance the interests of women artists and art-students.	0		Annual fees of members.		Rent, material, &c.	16
To advance art, by public exhibitions & free art schools.	50,000	13,828	Endowment and exhibitions.	13,742	Exhibitions, schools, &c.	17
The advancement of art, science, and literary culture.	0	7,500	Members' dues		Rent, &c.	18
To furnish free instruction in the arts of design to women.			Cooper Union revenues.	6,108	All purposes	19
Advancement of science and art.			Cooper Union revenues.	4,520	Salaries, &c.	
To afford instruction in all the fine arts. <i>b</i>		3,850	All sources	3,850	All purposes	20
To teach painting, sculpture, and carving, and for improvement in the industrial arts.	50,500	{ 5,510 2,723	Endowment	{ 6,549 1,010 673	Salaries and wages Rent, repairs, &c. Material for instruction ..	21
To promote knowledge in the arts and trades, and their related sciences.	250,000	30,000	Donations	6,000	Salaries, &c.	22
The promotion of the mechanic arts.		{ 50,000 12,000 10,000	Exhibitions	{ 4,500 250 200	Salaries and wages Rent, repairs, &c. Collections	23
To educate students of art ..		{ 3,000 3,000 3,000	Members' contributions. All other	{ 500	Material for instruction ..	
Thorough industrial art education for women.		100,000	Sale of stock	100,000	Erection of new building	24
Education in art		{ 200 3,000 3,000 1,200	Endowment	{ 3,265 100 100 2,700 900	Salaries and wages Rent, repairs, &c. Material for instruction .. Salaries and wages Rent, repairs, &c.	25
			Municipal grant			
			Tuition fees			
			Donations			
			Tuition fees			

b Full courses occupy four years each.

TABLE XIX.—PART 2.—Statistics of institutions

Number.	Name.	Principal.	Value of building.	No. of studios.	No. of special rooms for study.	Conditions of attendance.	
						Age.	Other.
1	School of Design, San Francisco, Cal.	Samuel Purdy, sec'y Art Association; Virgil Williams, direct'r.	.....	.....	.....	14 years.	Satisfactory examination and tuition fees.
2	Yale School of the Fine Arts	Professor John F. Weir, director.	\$178,000	7	6	Over 15.	.....
3	Art Schools of Chicago Academy of Design.	Charles Peck, cor. sec.; J. F. Gookins, director.	.....	.....	4	.....	Fees, examination, and regular attendance.
4	Illinois Industrial University	J. M. Gregory, LL. D., president of univ'ty.	.....	0	5	.....	Open to all students of the university.
5	Maryland Institute Schools of Art and Design.	Professor D. A. Woodward.	77,000	8	5	.....	Membership in institute and tuition fees.
6	Art School, Baltimore, Md.	A. J. H. Way and C. D. Sauerwein.	.....	4	.....	.....	Payment of tuition fees.
7	Boston Art Club	Charles A. Barry, sec.	.....	0	.....	.....	Membership
8	Lowell School of Practical Design, Boston, Mass.	Charles Kastner.	.....	.....	.....	.....	Proficiency in free-hand drawing, &c.
9	Massachusetts Institute of Technology, department of architecture.	Prof. William R. Ware, S. B.	.....	.....	.....	16 years.	Satisfactory examination.
10	Massachusetts Normal Art School.	Walter Smith, State art director.	.....	.....	.....	.....	Proficiency in elementary drawing.
11	Worcester County Free Institute of Industrial Science.	Professor C. O. Thompson.	120,000	0	0	16 years.	Satisfactory examination.
12	St. Louis Art School	Conrad Diehl.	.....	0	1	.....	Payment of tuition.
13	Manchester Art Association.	Joseph B. Sawyer, sec.	.....	.....	2	.....	Membership
14	Brooklyn Art Association.	Wm. H. Husted, sec.	125,000	0	.....	.....	Desire for improvement.
15	Cornell University, course in architecture and mechanic arts.	A. D. White, LL. D., president of university.	30,000	.....	.....	.....	Passing examination.
16	Ladies' Art Association, N. Y.	Mrs. J. B. Collin, corresponding sec'y.	.....	.....	1	.....	Membership
17	National Academy of Design	L. E. Wilmarth, director.	250,000	.....	6	.....	Proficiency in elementary drawing.
18	The Palette Club, N. Y.	Hon. Clark Bell, pres.; Charles N. Miller, corres. secretary.	.....	0	1	.....	Membership in the club.
19	Cooper Union Art Schools, N. Y.	Professor J. C. Zachos, curator.	630,000	.....	.....	.....	.....
	1. Woman's Art School	Mrs. Susan N. Carter.	.....	.....	7	.....	Responsible reference as to character, &c.
	2. The Free School of Science and Art, (drawing classes.)	F. G. Tisdale, jr., Ph. D., director.	.....	.....	.....	Over 15.	Letter of recommendation.
20	College of Fine Arts of Syracuse University.	Professor Geo. F. Comfort, dean.	.....	.....	.....	.....	Satisfactory examination.
21	School of Design of the University of Cincinnati.	Thomas S. Noble	.....	.....	6	14 years.	Responsible reference.
22	Toledo University of Arts and Trades.	Charles J. Shipley	25,000	.....	2	.....	Payment of fees
23	Franklin Institute drawing classes, Philadelphia, Pa.	J. B. Knight, secretary of institute.	50,000	.....	3	.....	Payment of fees
24	Art classes of the Pennsylvania Academy of the Fine Arts, Philadelphia, Pa.	John Sartain, secretary of the academy.	500,000	7	9	.....	Proficiency in elementary art studies.
25	Philadelphia School of Design for Women.	Miss E. Croasdale	25,000	9	.....	13 years.	Satisfactory reference, payment of tuition, and daily attendance.
26	Pittsburg School of Design for Women.	Hugh Newell	.....	.....	.....	.....	Payment of tuition fees and regular attendance.

a Evening, weekly, and daily schools.

b Drawing free; wood carving, \$10 per term; clay modelling, \$5 per term.

c Modelling, painting in oil and water-colors, pastel painting, photography, &c., are also taught in the Day School of Design; cost of tuition from \$12 to \$80 per annum. About sixty of the pupils reported are in the day school.

affording art-instruction, &c.—Continued.

Branches of instruction.	Annual expense of tuition.	Lectures delivered.		Number.
		Number.	Subject.	
Drawing and painting	\$64, \$80	2 courses.	Perspective, color, &c.	1
Drawing, painting, perspective; theory and history of art.	100	{	6 Arts of design: painting, sculpture, and architecture.	2
Drawing, painting, sculpture, and architecture.			12 History of Italian art.	
Drawing, water-colors, wood-carving, clay modelling, architecture, history and principles of art.	\$25, 40, 100	5	Sculpture, painting, architecture, and decoration.	3
Industrial drawing in male night-school of design.	(b)	2 courses.	History and styles of architecture and principles of art.	4
Thorough courses of elementary study of drawing and painting.	3	.....	A course on perspective	5
Life school, free to members.	80	.....	.....	6
Practical designing.	0	.....	Relating to art.	7
Free-hand, mechanical and architectural drawing, with the history, theory, and science of practical architecture.	200	.....	A series on ornament, composition, and the theory of architecture.	9
Industrial drawing, painting, and designing.	20	Several courses.	Architecture and building construction, machine drawing, geometric drawing, perspective.	10
Free-hand and mechanical drawing, coloring, &c.	60	.....	.....	11
Drawing from casts and painting from still-life.	\$5, 8	0	.....	12
Geometrical and machine drawing; also casts and life studies. ....	.....	2	"Color as produced by light," and "Dyeing textile fabrics." Free.	13
Sketching and painting.	Free.	6	.....	14
Free-hand, mechanical, architectural drawing, &c.	60	18	Architecture	15
Figure-painting and drawing; life class. ....	.....	.....	Essays on drawing, painting, perspective, &c.	16
Antique and life schools, schools of painting, anatomy, and perspective.	Free.	.....	Annual course on art subjects. Free.	17
Drawing from the life	0	Several.	.....	18
.....	.....	.....	.....	19
Drawing, painting, engraving, and photography.	0	3 courses.	Anatomy, history of art, and perspective. ....	.....
Free-hand, mechanical, and architectural drawing, drawing from life and cast, clay modelling, &c.	0	.....	.....	.....
Architecture, painting, engraving, free-hand drawing, modelling, and photography.	100	6 courses.	Æsthetics, history of fine arts, mythology, archæology, and art literature.	20
Painting, drawing, designing, wood-carving, tile and china painting, enameling, &c.	0	Weekly.	Relating to art. Free.	21
Free-hand, geometrical, and architectural drawing.	9	Weekly.	Mechanic arts	22
Mechanical, architectural, free-hand, and miscellaneous drawing.	10	20	Science and mechanic arts. Free to members.	23
Chiefly the human figure, with composition, chiaroscuro, color, perspective, &c.	Free.	.....	Free lectures on art, anatomy, modelling, perspective, &c.	24
Industrial and fine art.	40	.....	Comparative anatomy, history of ornament, architecture, decorative art, color, perspective, &c.	25
All branches of art	30, 50	.....	Ornament, color, anatomy, botany, &c.	26

d Free to citizens of Massachusetts, \$50 per annum to others.

e Free to students of Worcester County and to twenty State students; others, \$100 per annum.

f Per month.

g With site.

TABLE XIX.—PART 2.—Statistics of institutions

Number.	Name and location.	Number of professors and instructors.	Number of pupils.			Number of volumes in art-library.
			Total.	Male.	Female.	
1	School of Design, San Francisco, Cal.....	1	60	15	45	200
2	Yale School of the Fine Arts, New Haven, Conn.....	4	123	97	26	(+)
3	Art Schools of Chicago Academy of Design, Chicago, Ill.....	4	127	58	69	.....
4	Illinois Industrial University, Urbana, Ill.....	4	.....	.....	.....	.....
5	Maryland Institute Schools of Art and Design, Baltimore, Md.....	12	500	450	50	300
6	Art School, Baltimore, Md.....	2	20	10	10	.....
7	Boston Art Club, Boston, Mass.....	.....	25	11	14	(+)
8	Lowell School of Practical Design, Boston, Mass.....	.....	28	28	.....	(f)
9	Massachusetts Institute of Technology, department of architecture.....	6	.....	.....	.....	.....
10	Massachusetts Normal Art School, Boston, Mass.....	12	239	84	155	12
11	Worcester County Free Institute of Industrial Science, Worcester, Mass.....	11	99	99	.....	(+)
12	St. Louis Art School, St. Louis, Mo.....	1	18	4	14	3
13	Manchester Art Association, Manchester, N. H.....	.....	.....	.....	.....	180
14	Brooklyn Art Association, Brooklyn, N. Y.....	4	90	40	50	0
15	Cornell University, course in architecture and mechanic arts, Ithaca, N. Y.....	8	79	.....	.....	2,500
16	Ladies' Art Association, New York, N. Y.....	.....	.....	0	(+)	(f)
17	National Academy of Design, New York, N. Y.....	6	243	142	101	600
18	The Palette Club, New York, N. Y.....	0	.....	.....	.....	100
19	Cooper Union Art Schools, New York, N. Y.: 1. Woman's Art School.....	6	229	0	229	0
	2. The Free School of Art.....	12	1,529	1,529	.....	0
20	College of Fine Arts of Syracuse University, Syracuse, N. Y.....	10	723	11	12	(+)
21	School of Design of University of Cincinnati, Cincinnati, Ohio.....	6	638	303	335	92
22	Toledo University of Arts and Trades, Toledo, Ohio.....	1	90	76	14	290
23	Franklin Institute drawing classes, Philadelphia, Pa.....	4	250	248	2	.....
24	Art classes of the Pennsylvania Academy of the Fine Arts, Philadelphia, Pa.....	(f)	.....	.....	.....	(+)
25	Philadelphia School of Design for Women, Philadelphia, Pa.....	8	158	.....	158	113
26	Pittsburg School of Design for Women, Pittsburg, Pa.....	5	65	(m)	65	.....

* Many.

† A few.

‡ A number.

a Four sets.

b Sets of lithographic models as used in the École des Beaux-Arts.

c Also 295 medallions, 100 Braun's autotypes of old masters, and a large collection of chromo-lithographs and photographs.

d Four of the casts are of statues. The school has also 35 modern paintings, 2,000 photographs, lithographs, &c., and a set of drawings donated by the life school at Paris.

e These are "informal;" three "formal" exhibitions were given in 1874.

f Number not reported; value of library, about \$2,000.

g Also 3 oil paintings and 152 autotypes.

affording art-instruction, &c.--Concluded.

Material provided, number of—						Prizes awarded.		Public exhibition of work of pupils.	Number.
Casts of sculptures.	Other casts.	Models.	Plasters.	Engravings.	Drawings.	Number.	Name.		
160	(a)					5	2 gold and 3 silver medals for excellence in drawing and painting.	Annual	1
70	(b)							Annual	2
								Annual and quarterly.	3
145	(c)			(*)		0		Annual	4
232	(f)	(*)	(*)	25	(*)	7	Peabody prizes, 3 of \$100 each and 4 of \$50 each; also, 22 gold medals awarded by institute.	Annual	5
	(f)	(f)		(*)	(*)	0		Annual	6
								Monthly	7
	(*)	(*)	(*)	(*)	(*)	2	Prizes given by Boston Society of Architects, \$50 each.	2 in 1873-'74.	8
								Annual	9
63	(*)	100	1,000		40			Annual	10
		(*)	(*)	(*)	(*)			Annual	11
	g			24		0		Annual	12
	50							Occasional	13
	(f)	(f)	(*)	(*)	(*)	0		Semi-annual	14
	(*)	(*)	(*)	(*)	(*)	0		End of each term	15
	(f)							Occasional	16
160				500		4	Silver and bronze medals	Annual	17
						0		Monthly and annual	18
(*)	(h)			(*)	(*)	10	For drawings from cast, from still-life, ornamental drawing, and wood engraving.	Annual	19
						6	For ornamental drawing, mechanical drawing, &c.	Annual	
1	(*)			(*)				Annual	20
40	99			751	111		Gold and silver medals.	Annual	21
	50	25	20	497	383	2	One of \$50 and one of \$15.	Semi-annual	22
		(*)			500	0		Annual	23
256	(*)			(*)	(*)				24
70	256		(*)	(*)	(*)	(*)	For best work in all stages, one gold medal; also, sets of art books.	Annual	25
49	(*)			(*)	(*)	8	4 gold and 4 silver medals	Annual	26

h An extensive collection.

i Eighteen medals were also awarded.

j Thirteen ladies and 43 gentlemen, students in the College of Liberal Arts, also receive instruction in drawing in this college.

k Also 14 oil paintings and 47 autotypes.

l The art-classes are discontinued until the completion of the new academy building.

m Artisan night class of 25 males.

TABLE XX.—*Statistics of institutions for the deaf and dumb for 1874; from replies to inquiries by the United States Bureau of Education.*
NOTE.—x indicates an affirmative answer and also the branches taught.

Name.	Location.	Year of foundation.	Under what control.	Principal.	Instructors.		Number under instruction during the year.		
					Total number.	Number of semi-inmates.	Total.	Male.	Female.
1	2	3	4	5	6	7	8	9	10
1 Alabama Institute for the Deaf and Dumb and the Blind.	Talladega, Ala.....	1860	State	J. H. Johnson, M. D.....	6	0	68	38	30
2 Arkansas Deaf-Mute Institute.	Little Rock, Ark.....	1868	Directors	E. P. Caruthers, M. A.....	4	0	84	45	39
3 California Institute for the Deaf and Dumb and the Blind.	Oakland, Cal.....	1860	State	Warring Wilkinson, M. A.....	4	0	66	44	22
4 American Asylum for the Deaf and Dumb.	Hartford, Conn.....	1817	Directors	Edward C. Stone, A. M.....	18	2	275	172	103
5 Whipple's Home School for Deaf-Mutes.	Mystic River, Conn.....	1809	Private	Zerah C. Whipple.....	21	0	12	7	5
6 Institution for the Deaf and Dumb.	Cave Spring, Ga.....	1846	Trustees	W. O. Conner.....	4	1	52	25	27
7 Institution for the Education of the Deaf and Dumb.	Jacksonville, Ill.....	1829	State	Philip G. Gillett, M. A., LL. D.....	15	2	420	229	191
8 Institution for the Education of the Deaf and Dumb.	Indianapolis, Ind.....	1844	State	Rev. Thomas MacIntire, LL. D.....	15	3	334	193	141
9 Institution for the Deaf and Dumb.	Conneil Bluffs, Iowa.....	1855	State	Rev. Benjamin Talbot, M. A.....	9	0	157	78	79
10 Institution for the Deaf and Dumb.	Olathe, Kans.....	1866	Trustees	Louis H. Jenkins, M. A.....	3	0	80	46	34
11 Institution for Deaf-Mutes.	Danville, Ky.....	1823	State	J. A. Jacobs.....	5	2	103	54	49
12 Institution for the Education of the Deaf and Dumb.	Baton Rouge, La.....	1854	Trustees	J. A. McWhorter, M. A.....	4	0	51	30	21
13 Institution for the Colored Blind and Deaf-Mutes.	Baltimore, Md.....	1872	State	F. D. Morrison.....	2	1	12	5	7
14 Institution for the Education of the Deaf and Dumb.	Frederick, Md.....	1867	(a)	Charles W. Ely, M. A.....	9	2	104	62	35
15 Boston Day-School for Deaf-Mutes.	Boston, Mass.....	1809	School-board	Miss Sarah Fuller.....	6	0	65	30	35
16 Clarke Institution for Deaf-Mutes.	Northampton, Mass.....	1867	Private corporation.	Miss Harriet B. Rogers.....	7	0	70	40	30
17 Institution for the Deaf and Dumb and the Blind.	Flint, Mich.....	1853	Trustees	Egbert L. Bangs, M. A.....	10	3	197	107	90
18 Institution for the Deaf and Dumb and the Blind.	Paribault, Minn.....	1862	State	J. L. Noyes, M. A.....	7	3	104	64	40
19 Institution for the Deaf and Dumb.	Jackson, Miss.....	1871	Trustees	J. L. Carter, M. D.....	3	1	51	24	27
20 Institution for the Deaf and Dumb.	Fulton, Me.....	1851	State	William D. Kerr, M. A.....	9	1	204	102	102

25	Institution for Mutes, St. Joseph's of the Sacred Heart.	51	x	x	x	x	x	0	0	0	2,565	259	6	35,000	1,040
26	Institution for the Deaf and Dumb.	8	2,443	64	x	x	x	0	x	x	0	28	543,000	103,910	57,883
27	Institution for the Improved Instruction of Deaf-Mutes.	4	158	0	x	x	0	0	0	0	0	6	617,551	102,195	25,492
28	Institution for the Deaf and Dumb and the Blind.	5	1,448	0	x	x	0	0	0	0	0	4	50,000	40,000	0
29	Institution for the Deaf and Dumb.	5	31	0	x	x	0	0	x	x	0	10	800,000	81,000	0
30	Institution for the Deaf and Dumb.	3-6	1,537	10	x	x	0	0	0	0	5,000	2	325,000	49,862	63,628
31	Pittsburg Day-School for the Deaf and Dumb.	85	0	0	x	x	0	0	0	0	0	10	45,000	2,000	4,500
32	Institution for the Education of the Deaf and Dumb and the Blind.														
33	Institution for the Deaf and Dumb.	23	108	0	x	x	0	0	0	0	225	7	150,000	27,800	150
34	Institution for the Deaf and Dumb.	7	417	5	x	x	0	0	0	0	1,600	574	50,000	10,000	0
35	Institution for the Deaf and Dumb and the Blind.	6	86	0	x	x	0	0	0	0	220	12	150,000	640,000	600
36	Institution for the Deaf and Dumb and the Blind.	6	86	0	x	x	0	0	0	0	220	12	150,000	640,000	600
37	Institution for the Education of the Deaf and Dumb.	398	22	x	x	x	0	x	x	0	500	35	110,227	35,000	0
38	Columbia Institution for the Deaf and Dumb.	10	294	22	x	x	x	x	x	0	1,400	200	500,000	257,627	21,270
39	National Deaf-Mute College.														
40	Colorado Institute for the Education of Mutes.	12	0	x	x	x	0	0	0	0	0	13	6,781	5,000	0
41															3,040

a In State scrip realizing in currency \$11,633.
b For both departments.
c \$175 per pupil from the New England States.
d In State warrants.
e Two city lots.
f Exclusive of appropriations for building purposes and of \$7,566 for salaries.
g Also \$3,687 from counties.
h From all other sources.
i Includes tuition-fee.
j Includes \$6,258 from New Jersey and Delaware.
k Congressional appropriation.
l Including board.
m A department of Columbia Institution; its statistics will be found in Table IX.

TABLE XXI.—Statistics of institutions for the blind for 1874;

NOTE.—x indicates the employment

Number.	Name.	Location.	Year of foundation.	Superintendent.	Belonging to State or corporation.
	1	2	3	4	5
1	Alabama Institution for the Deaf, Dumb, and Blind.	Talladega, Ala. .	1860	J. H. Johnson, M. D.	State
2	Institution for the Education of the Blind	Little Rock, Ark.	1859	Otis Patten	State
3	California Institution for the Deaf, Dumb, and Blind.	Oakland, Cal. . .	1860	Warring Wilkin- son, M. A.	State
4	Academy for the Blind	Macon, Ga.	1852	W. D. Williams. .	Corporation.
5	Institution for the Education of the Blind	Jacksonville, Ill.	1849	F. W. Phillips, M. D.	State
6	Institution for the Education of the Blind	Indianapolis, Ind.	1847	W. H. Churchman.	State
7	Iowa College for the Blind	Vinton, Iowa. . .	1853	S. A. Knapp, A. M.	State
8	Institution for the Instruction of the Blind.	Wyandotte, Kas.	1867	John D. Parker, Ph. D.	State
9	Asylum for the Education of the Blind.	Louisville, Ky. .	1842	Benj. B. Huntoon.	State
10	Institution for the Instruction of the Blind and Industrial Home for the Blind.	Baton Rouge, La.	1871	P. Lane.	State
11	Institution for the Instruction of the Blind.	Baltimore, Md. .	1853	Frederic D. Morri- son.	Corporation.
12	Institution for the Colored Blind and Deaf-Mutes.	Baltimore, Md. .	1872	F. D. Morrison. . .	Corporation.
13	Perkins Institution and Massachusetts Asylum for the Blind.	Boston, Mass. . .	1829	Samuel G. Howe, M. D.	Corporation.
14	Institution for the Deaf, Dumb, and Blind	Flint, Mich.	1853	Egbert L. Bangs, M. A.	Trustees
15	Institution for the Deaf, Dumb, and Blind	Faribault, Min. .	1862	J. L. Noyes, M. A. .	State
16	Institution for the Blind	Jackson, Miss. .	1852	Dr. Edward Leac	State
17	Institution for the Education of the Blind	St. Louis, Mo. . .	1851	Dr. James' Mc- Workman.	State
18	State Institution for the Blind	Batavia, N. Y. . .	1867	*Asa D. Lord, M. A.	State
19	New York Institution for the Blind. . .	New York, N. Y.	1831	William B Wait. .	Corporation.
20	Institution for the Deaf, Dumb, and Blind	Raleigh, N. C. .	1847	John Nichols.	State
21	Institution for the Education of the Blind	Columbus, Ohio.	1837	George L. Smead, M. A.	State
22	Oregon School for the Education of the Blind.	Salem, Oreg.	1873	Rev. John H. Bab- cock.	State
23	Institution for the Instruction of the Blind.	Philadelphia, Pa.	1832	William Chapin, A. M.	Corporation.
24	Institution for the Education of the Deaf, Dumb, and Blind.	Cedar Springs, S. C.	1855	.....	State
25	Tennessee School for the Blind.	Nashville, Tenn.	1846	J. M. Sturtevant. .	Corporation.
26	Institution for the Education of the Blind	Austin, Tex.	1856	Frank Rainey.	State
27	Institution for the Deaf, Dumb, and Blind	Staunton, Va. . .	1839	Charles D. McCoy. .	State
28	Institution for the Deaf, Dumb, and Blind	Romney, W. Va. .	1870	J. C. Covell.	State
29	Institution for the Education of the Blind	Janesville, Wis.	1850	Thomas H. Little, A. M.	State

* Deceased.

a For both departments.

b In State warrants, worth \$8,000.

from replies to inquiries by the United States Bureau of Education.

taught; 0 signifies none.

Number of instructors and other employes.	Number of blind employes and workmen.	Number of pupils.	Number of pupils admitted since opening.	Employments taught.						Library.		Property, income, &c.					Number.
				Broom-making.	Cane-seating.	Fancy work.	Mattress-making.	Sewing.	Telegraphy.	Number of volumes.	Increase in the past year.	Value of grounds, buildings, and apparatus.	Amount of State or municipal appropriation for the past year.	Receipts from other States and individuals for the past year.	Total receipts for the past year.	Total expenditure for the past year.	
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
a6	.....	16	.....	.....	.....	.....	.....	.....	.....	a300	0	a\$75,000	a\$18,000	.....	.....	a\$16,000	1
14	2	38	107	.....	x	x	x	x	.....	500	.....	20,000	18,026	.....	\$18,026	18,160	2
a25	0	31	83	.....	.....	.....	.....	.....	.....	350	0	300,000	a26,000	a2,000	a35,609	a35,983	3
12	5	51	135	.....	.....	.....	.....	.....	.....	.....	.....	75,000	15,000	.....	.....	15,000	4
26	7	107	.....	x	x	x	x	x	.....	650	80	166,000	17,500	4,784	22,284	22,284	5
25	4	109	498	x	x	x	x	x	.....	.....	.....	500,000	33,000	.....	33,000	33,235	6
28	15	104	293	x	x	x	x	x	.....	400	20	300,000	22,000	0	22,000	21,500	7
10	0	28	65	x	.....	x	x	x	.....	.....	.....	25,000	9,422	0	9,422	8,880	8
19	6	65	341	x	x	x	x	x	.....	600	200	100,000	17,490	160	23,312	22,778	9
13	10	25	38	x	x	.....	x	.....	.....	100	7	.....	612,000	.....	.....	8,000	10
20	2	55	161	x	.....	x	.....	x	.....	225	54	255,000	11,975	2,425	19,952	18,265	11
4	3	14	19	x	.....	.....	.....	.....	.....	56	6	20,000	10,000	.....	10,000	10,000	12
55	29	156	867	x	x	.....	x	x	.....	1,000	0	353,176	30,000	18,715	81,592	73,138	13
a10	.....	26	.....	.....	.....	.....	.....	.....	.....	.....	.....	a375,315	.....	.....	a51,872	a18,364	14
9	2	22	35	.....	.....	x	.....	x	.....	100	60	25,000	a26,000	0	a26,000	a26,000	15
6	1	36	.....	x	x	.....	x	.....	.....	180	2	10,000	10,000	0	10,000	.....	16
23	4	110	338	x	.....	.....	x	.....	.....	500	80	200,000	21,000	0	21,000	23,500	17
31	1	150	272	x	.....	x	.....	x	.....	1,000	50	285,000	40,000	.....	40,525	48,389	18
60	10	173	1,137	.....	x	x	x	x	.....	600	300	338,972	42,971	7,934	127,022	124,177	19
6	1	77	.....	x	x	x	x	x	.....	.....	.....	a50,000	a40,000	0	.....	.....	20
46	3	136	828	x	x	x	x	x	.....	60	.....	500,000	64,600	.....	.....	.....	21
4	6	8	12	.....	.....	x	.....	x	.....	25	.....	.....	d4,000	0	d4,000	d3,150	22
53	22	203	846	x	x	x	x	x	.....	800	75	200,000	54,660	35,861	90,521	82,809	23
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	24
6	2	46	158	x	x	x	.....	x	.....	948	.....	65,000	45,000	0	45,000	50,000	25
7	3	38	.....	x	x	x	.....	.....	x	300	75	50,000	20,000	0	20,000	19,880	26
5	3	37	202	x	x	x	.....	x	.....	a1,600	a50	a160,000	a40,000	1,856	a41,856	a37,445	27
3	1	19	26	x	x	x	.....	x	.....	.....	.....	a60,000	a25,000	.....	.....	a20,403	28
19	1	62	223	x	x	x	.....	x	.....	.....	.....	45,000	21,800	682	a25,804	25,792	29

a Resigned and succeeded by Dr. W. S. Langley.

d For 2 years.

e Includes balance on hand at beginning of the year.

TABLE XXII.—Statistics of reform-schools for 1874; from

Number.	Name.	Location.	Date of establishment.	Control.
1	2	3	4	
1	Connecticut Industrial School for Girls.....	Middletown, Conn.....	1870	Corporate.....
2	Connecticut Reform School.....	West Meriden, Conn.....	1854	State.....
3	St. Mary's Reformatory.....	Chicago, Ill.....	1863	.....
4	State Reform School*.....	Pontiac, Ill.....	1871	State.....
5	Indiana Reform Institution for Girls.....	Indianapolis, Ind.....	1874	State.....
6	House of Refuge.....	Plainfield, Ind.....	.....	State.....
7	Iowa State Reform School*.....	Eldora, Iowa.....	1868	State.....
8	House of Refuge*.....	Louisville, Ky.....	1865	Municipal.....
9	Boys' House of Refuge*.....	New Orleans, La.....	1850	Municipal.....
10	State Reform School.....	Cape Elizabeth, Me.....	1852	State.....
11	House of Refuge for Juvenile Delinquents*.....	Baltimore, Md.....	1855	Municipal.....
12	House of Reformation and Instruction for Colored Children*.....	Bowie, Md.....	1873	Corporate.....
13	The Maryland Industrial School for Girls.....	Orange Grove Station, B. & O. R. R., Md.....	1866	Directors.....
14	City of Boston Almshouse School.....	Boston, Mass.....	1856	Municipal.....
15	House of Reformation for Juvenile Offenders.....	Boston, Mass.....	1827	Municipal.....
16	State Industrial School for Girls*.....	Lancaster, Mass.....	1856	State.....
17	Lawrence Industrial School.....	Lawrence, Mass.....	1874	Municipal.....
18	House of Employment and Reformation.....	Lowell, Mass.....	1851	Municipal.....
19	State Primary School.....	Monson, Mass.....	1866	State.....
20	Plummer Farm School.....	Salem, Mass.....	1870	Private.....
21	State Reform School*.....	Westboro', Mass.....	1848	State.....
22	Worcester Truant Reform School.....	Worcester, Mass.....	1863	Municipal.....
23	Detroit House of Correction.....	Detroit, Mich.....	1861	Municipal.....
24	Michigan State Reform School.....	Lansing, Mich.....	1856	State.....
25	Minnesota State Reform School.....	St. Paul, Minn.....	1868	State.....
26	New Hampshire State Reform School*.....	Manchester, N. H.....	1855	State.....
27	New Jersey State Reform School.....	Jamesburg, N. J.....	1867	State.....
28	Truant Home.....	Brooklyn, N. Y.....	1857	Municipal.....
29	House of the Good Shepherd.....	East New York, Long Island, N. Y.....	1868	Municipal.....
30	Industrial School.....	New York, N. Y., Hart's Island.....	1868	Municipal.....
31	House of the Holy Family Association for Befriending Children and Young Girls.....	New York, N. Y.....	1870	.....
32	House of Mercy.....	New York, N. Y.....	1854	Trustees.....
33	Home for Women.....	New York, N. Y., (273 Water street.).....	1867	.....
34	House of the Good Shepherd.....	New York, N. Y.....	1857	.....
35	Home for Fallen and Friendless Girls.....	New York, N. Y., (36 West Fourth street.).....	1866	Board of managers.....
36	House of Refuge.....	New York, N. Y., Ran- dall's Island.....	1825	.....
37	The Isaac T. Hopper Home.....	New York, N. Y.....	1845	Private.....
38	The Midnight Mission.....	New York, N. Y.....	1867	Trustees.....
39	Western House of Refuge*.....	Rochester, N. Y.....	1846	State.....
40	New York Catholic Protectory.....	Westchester, N. Y.....	1863	Municipal.....
41	House of Refuge*.....	Cincinnati, Ohio.....	1850	Municipal.....
42	Protectory for Boys*.....	Cincinnati, Ohio.....	1868	Brothers of St. Francis.....
43	Home of Refuge and Correction.....	Cleveland, Ohio.....	1870	Municipal.....
44	The Retreat.....	Cleveland, Ohio.....	1869	.....
45	State Reform School*.....	Lancaster, Ohio.....	1857	State.....
46	Ohio Girls' Industrial School.....	Lewis Centre, Ohio.....	1869	State.....
47	House of Refuge.....	Toledo, Ohio.....	(c)	Municipal.....
48	House of Refuge, (white)*.....	Philadelphia, Pa.....	1826	Board of managers.....
49	House of Refuge, (colored department).....	Philadelphia, Pa.....	1850	State.....
50	Western House of Refuge*.....	Pittsburg, Pa.....	1854	Board of managers.....
51	Sheltering Arms.....	Wilkesburg, near Pittsburg, Pa.....	1873	Private.....
52	Providence Reform School.....	Providence, R. I.....	1850	Municipal.....
53	Vermont Reform School.....	Waterbury, Vt.....	1865	State.....
54	Industrial School for Boys.....	Waukesha, Wis.....	1860	State.....
55	Girls' Reform School*.....	Washington, D. C.....	1873	Trustees.....
56	Reform School of District of Columbia*.....	Near Washington, D. C.....	1869	Territorial.....

* From Report of Commissioner of Education for 1873.

a Within minority.

replies to inquiries by the United States Bureau of Education.

Superintendent.	Number of teachers or officers.		Conditions of commitment.		Number.
	Male.	Female.	Age.	Other conditions.	
5	6	7	8	9	
S. N. Rockwell	2	9	8-16	Neglect, vagrancy, or vicious inclination	1
Edward Ingham	2	11	10-16	Truancy or crime	2
Brother Cecilia	5		7-20	.....	3
Dr. J. G. Scouller	8	5	10-16	Trial by jury and conviction of crime	4
S. J. Smith	1	6	6-16	Orphans deserted by parents, incorrigibility, &c.	5
.....				Viciousness or crime	6
J. McCarty	9	7	Under 18	Vagrancy, incorrigibility, &c.	7
P. Caldwell	12	3	7-16	Petit larceny, vagrancy, and incorrigibility	8
W. J. Starks	6	5	6-18	Larceny, vagrancy, and truancy	9
Eben Wentworth	2	2	8-16	Any offense punishable by imprisonment in State prison not for life.	10
R. Lincoln	13	4	8-16	Larceny, vagrancy, and truancy	11
Gen. John W. Horn	2	2	6-16	During minority	12
John E. Rowe	1	2	Under 18	Vagrancy, incorrigibility, poverty, &c.	13
John C. Whiton	(5)		(a)	Poverty	14
John C. Whiton	11	2	7-16	Truancy, larceny, and vagrancy	15
Rev. Marcus Ames		17	7-16	Vagrancy, viciousness, and poverty	16
N. Porter Brown	2	3	8-16	Vagrancy, truancy, and petty crimes	17
Lorenzo Phelps	1		6-17	Truancy and misdemeanors	18
Horace P. Wakefield	(8)		3-16	.....	19
Charles A. Johnson	2	3	10-16	Truancy, vagrancy, stubbornness, &c.	20
Allen G. Shepherd	22	19	7-17	During minority	21
John Farwell		1	7-16	Truancy	22
M. V. Borgman	28	9		.....	23
Charles Johnson	6	6	10-16	Offenses amenable to law	24
Rev. J. G. Rihelldorfer, D. D.	2	4	(b)	Commitment by court	25
.....	5	9	Under 17	Offenses against the laws	26
James H. Eastman	8	4	8-16	Crime against the State	27
Charles Demerest	1	1	5-14	Insubordination and truancy	28
Sister Mary Loretto			14-30	Destitution, desire for reformation, &c.	29
Lawrence Dunphy	6	2	10-20	Truancy, vagrancy, destitution, &c.	30
Mrs. Mary C. D. Starr, (president.)	(4)		From 12	Must be depraved or fallen, or in danger from surroundings and associates.	31
Sister Mary	1	9	Over 12	Must be fallen women	32
Rev. W. W. Boole .....				.....	33
Mother Mary Magdalen Clover		90	14-21	.....	34
Mrs. N. H. Morey .....				.....	35
Israel C. Jones	32	23	Under 16	Must be residents of the State of New York	36
Mrs. T. C. Doremus				Must be women discharged from prisons	37
Miss E. Black	2	2		.....	38
Levi S. Fulton	9	11	8-16	During minority	39
Brother Tellow and Sister M. Helena.	27	9	7-14	Truancy, vagrancy, and petty crimes	40
H. A. Montfort	10	8	7-20	During minority or will of board	41
Brother Michael Drex	17		5-18	Poverty and orphanage	42
W. D. Patterson			8-20	.....	43
Mrs. E. P. Lord, (mat'n)	1	2		Desire for reformation	44
G. E. Howe			Under 16	Crime and incorrigibility	45
John Nichols, M. D.	3	16	7-16	Crime, vagrancy, viciousness, or being in circumstances of want, exposure, abandonment, &c.	46
Worth E. Howe			8-16	Petty crimes, incorrigibility, or commitment by parents or guardians.	47
J. K. McKeever	10	12		During minority	48
J. Hood Daverty	3	6	8-16	.....	49
Rev. R. N. Avery	7	12	7-20	During minority	50
Miss H. Miller, (matron)		1		Need of care	51
James M. Talcott	10	8	Under 18	.....	52
William G. Fairbank	5	9	10-16	Committed by parents or guardians	53
A. D. Hendrickson			8-16	.....	54
.....			No limit.	Vagrancy, vicious life, prostitution	55
F. W. Howe	4	4	Under 16	Until reformed or during minority	56

b Boys under 16; girls under 15.

c To be opened May 1, 1875.

TABLE XXII.—*Statistics of reform-*

NOTE.—× indicates the studies

Number.	Name.	Number committed during the year.	Number discharged during the year.	Present inmates.					
				Sex.		Race.		Nativity.	
				Male.	Female.	White.	Colored.	Native.	Foreign.
1		10	11	12	13	14	15	16	17
1	Connecticut Industrial School for Girls.....	50	33		92	78	14	88	4
2	Connecticut Reform School.....	194	190	360		284	16	120	30
3	St. Mary's Reformatory.....			100		100			
4	State Reform School*.....	152	72	152		139	13	130	22
5	Indiana Reform Institution for Girls.....	109	6		104	95	8		
6	House of Refuge.....	263							
7	Iowa State Reform School*.....	70	37	146	11	157	0	152	5
8	House of Refuge*.....	96	63	150	24	174	0	62	25
9	Boys' House of Refuge*.....	160	145	118		57	61	111	7
10	State Reform School.....	47	27	142		138	4	42	5
11	House of Refuge for Juvenile Delinquents*.....	110	132	293		293		105	5
12	House of Reformation and Instruction for Colored Children*.....	72		(72)			72	72	
13	The Maryland Industrial School for Girls.....	27	15		31	31			
14	City of Boston Almshouse School.....			81	27	108	0		
15	House of Reformation for Juvenile Offenders.....	239	208	234	20	294	10	237	67
16	State Industrial School for Girls*.....	20	40		110	98	12	105	5
17	Lawrence Industrial School.....	21	0	22	0	22	0	1	23
18	House of Employment and Reformation.....	49	54	28	2	30	0	24	6
19	State Primary School.....			362	164	497	22		
20	Plummer Farm School.....	10	15	30		27	3	30	0
21	State Reform School*.....	226	169	311		299	12	284	27
22	Worcester Truant Reform School.....	11	8	15		15		10	5
23	Detroit House of Correction.....	2,314	2,335	408	102				
24	Michigan State Reform School.....	109	88	243		227	16	81	23
25	Minnesota State Reform School.....	31	36	110	4	111	3		
26	New Hampshire State Reform School*.....	47	33	91	12	101	2	98	5
27	New Jersey State Reform School.....	138	114	184					
28	Truant Home.....	134	121	218	0	218	0	115	13
29	House of the Good Shepherd.....	357	354	0	179	179	0		
30	Industrial School, (Hart's Island).....	265	51	21	3	21	3	19	5
31	House of the Holy Family Association for Befriending Children and Young Girls.....				100				
32	House of Mercy.....	73	56		79	79	0	67	12
33	Home for Women.....								
34	House of the Good Shepherd.....	216	334		456	455	1	220	236
35	Home for Fallen and Friendless Girls.....	67	67		26				
36	House of Refuge, (Randall's Island).....	724	598	677	112	737	42	96	
37	The Isaac T. Hopper Home.....	358	360						
38	The Midnight Mission.....	160	171		21				
39	Western House of Refuge*.....	192	116	428		403	20		
40	New York Catholic Protectory.....	1,097	804	1,324	519	1,838	4	1,504	333
41	House of Refuge*.....	322	317	175	51	186	40	192	34
42	Protectory for Boys*.....	150	33	125		124	1	117	8
43	Home of Refuge and Correction.....	95	71	82	1				
44	The Retreat.....				325	319	6		
45	State Reform School*.....	182	118	425		415	10		
46	Ohio Girls' Industrial School.....	39	23	0	160	149	11	159	1
47	House of Refuge.....								
48	House of Refuge, (white)*.....	234	248	362	77	439		253	31
49	House of Refuge, (colored department).....	70	60	107	45	0	152	151	1
50	Western House of Refuge*.....	128							
51	Sheltering Arms.....	10	10						
52	Providence Reform School.....	163	149	179	41	210	10	203	17
53	Vermont Reform School.....	41	32	145		141	4	143	2
54	Industrial School for Boys.....	113	84						
55	Girls' Reform School*.....								
56	Reform School of District of Columbia*.....	58	26	113		55	58		

*From Report of Commis

schools for 1874, &c.—Continued.

and industries taught.

Present inmates.										Studies.																	
18	19	Parents illiterate.		Illiterate when committed.		22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43
		Native parentage.	Foreign-born parentage.	Number could read only when committed.	Number could read and write when committed.																						
29	...	10	20	60	31	...	...	...	...	x	x	...	...	...	x	x	x	...	...	...	...	x	...	...	...	...	1
27	...	3	35	140	118	...	...	140	130	x	x	x	...	...	x	x	x	x	...	...	...	x	...	...	...	...	2
23	x	x	x	x	...	x	x	x	x	...	...	...	x	...	...	...	...	3
18	...	27	...	37	65	...	...	25	20	x	x	x	x	...	x	x	x	x	...	...	...	x	...	...	...	...	4
40	52	50	...	...	...	...	x	x	x	...	...	x	x	x	x	...	...	...	x	...	...	...	...	5
14	...	22	4	13	94	24	22	...	...	x	x	...	...	...	x	x	...	...	...	...	...	...	...	...	...	...	6
64	...	14	...	...	...	...	...	...	...	x	x	x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7
41	50	53	...	72	40	37	18	...	...	x	x	x	...	...	x	x	x	x	...	...	...	x	...	...	...	...	8
1	...	1	...	20	44	1	...	...	...	x	x	x	...	...	x	x	x	x	...	...	...	...	...	...	...	...	9
11	...	20	2	33	43	13	60	...	...	x	x	x	...	...	x	x	x	x	...	...	...	...	...	...	...	...	10
46	...	50	...	12	3	...	...	...	...	x	...	...	...	...	x	...	...	...	...	...	...	...	...	...	...	...	11
13	...	4	2	6	9	9	6	...	...	x	x	...	...	...	x	...	...	...	...	...	...	...	...	...	...	...	12
22	x	x	x	...	...	...	...	...	...	...	...	...	x	...	...	...	...	13
24	77	14	20	69	182	20	60	...	...	x	x	x	...	...	x	...	...	...	...	...	x	...	...	...	...	...	14
21	9	2	3	30	75	...	35	...	...	x	x	x	...	...	x	x	...	...	...	...	x	...	...	...	...	...	15
5	5	9	13	5	10	...	...	x	x	x	...	...	x	...	...	...	...	...	...	...	...	...	...	...	16
1	8	2	2	12	9	4	13	...	...	x	x	x	...	...	x	x	x	...	...	...	...	...	...	...	...	...	17
4	0	...	1	12	...	1	10	...	...	x	x	x	...	...	x	x	...	...	...	...	...	...	...	...	...	...	18
15	...	10	43	177	81	50	102	...	...	x	x	x	...	...	x	x	...	...	...	...	...	...	...	...	...	...	19
0	7	0	0	2	12	0	3	...	...	x	...	...	...	...	x	...	...	...	...	...	...	...	...	...	...	...	20
4	261	230	...	...	...	...	x	x	x	...	...	x	...	...	...	...	...	...	...	...	...	...	...	21
...	61	10	...	50	...	...	x	x	x	...	...	x	...	...	...	...	...	...	...	...	...	...	...	22
...	31	31	...	...	...	...	x	x	x	...	...	x	...	...	...	...	...	...	...	...	...	...	...	23
10	...	19	...	48	36	19	48	...	...	x	x	x	...	...	x	x	...	...	...	...	...	...	...	...	...	...	24
...	x	x	x	...	...	x	...	...	...	...	...	...	...	...	...	...	...	25
9	...	13	...	77	44	13	77	...	...	x	x	x	...	...	x	x	...	...	...	...	...	...	...	...	...	...	26
9	...	5	1	4	6	...	...	...	...	x	x	x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	27
...	x	x	x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	28
11	x	x	x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	29
75	x	x	x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	30
...	x	x	x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	31
...	x	x	x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	32
...	x	x	x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	33
...	x	x	x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	34
...	x	x	x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	35
...	x	x	x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	36
...	x	x	x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	37
...	x	x	x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	38
...	x	x	x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	39
...	x	x	x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	40
...	x	x	x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	41
...	x	x	x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	42
...	x	x	x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	43
...	x	x	x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	44
...	x	x	x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	45
...	x	x	x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	46
...	x	x	x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	47
...	x	x	x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	48
...	x	x	x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	49
...	x	x	x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	50
...	x	x	x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	51
...	x	x	x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	52
...	x	x	x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	53
...	x	x	x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	54
...	x	x	x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	55
...	x	x	x	...	...	...	...	...	...	...	...	...	...	...	...	...	...	56

sioner of Education for 1873.

TABLE XXII.—Statistics of reform-

Number.	Industries.																			
	Baking.	Blacksmithing.	Brick-making.	Broom-making.	Brush-making.	Cane-seating.	Carpentry.	Chair-making.	Cigar-making.	Dairy-work.	Dress-making.	Farming.	Fruit-canning.	Gardening.	Glove-making.	Housework.	Knitting.	Laundry-work.	Masonry.	Paper-box-making.
	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58
1																				
2	x					x				x		x				x		x		x
3																				
4																				
5						x					x					x				
6			x				x					x								
7	x	x										x								
8												x								
9	x						x					x								
10			x									x								
11						x														
12												x								
13													x							
14																x			x	
15																				
16	x											x								x
17																				
18												x		x						
19						x									x					
20						x						x								
21	x					x						x								
22																				
23																				
24						x			x											
25														x						
26						x														
27																				
28														x						
29																				
30																x				x
31																				
32																	x			x
33																		x		
34																				
35											x						x			x
36																				
37																		x		x
38																				
39						x														
40	x	x				x	x					x			x					
41	x											x							x	x
42																				
43					x	x													x	
44		x			x	x										x				x
45																				
46																				
47																				
48		x																		
49					x														x	
50	x										x	x								x
51																				
52						x								x		x				
53						x		x											x	
54				x													x			
55						x												x		
56																				

a Total expense for

Reform-schools from which no

Reform and Industrial School, Bridgeport, Ill.; Catholic Male Orphan Asylum and Reformatory, Ind.; Cambridge Truant Reform School, Cambridge, Mass.; House of Providence, Detroit, Mich.; ate for Boys, St. Louis, Mo.; Catholic Reformatories for Boys, Buffalo, N. Y.; Institution of Mercy, York, N. Y.; Nautical School Ship Mercury, New York, N. Y.; Home of Correction, Toledo, Ohio;

schools for 1874, &c.—Concluded.

Industries.										Number committed since establishment.	Percentage of discharged known to be orderly, &c.	Library.		Average annual cost of each inmate.	Average annual earnings of each inmate.	Annual cost of institution.	Total annual earnings of institution.	Number.
Shirt-making.	Shoemaking.	Shoemending.	Stereotyping.	Stone-cutting.	Straw-braiding.	Tailoring.	Tinuing.	Wheelwrighting.	Wire-work.			Number of volumes.	Increase in the past year.					
61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	
										185	75	1,000	400	\$192 00	\$18 30	\$15,752	\$1,500	1
										2,279	75	1,500	0	145 98	46 80	43,795	14,040	2
	x									1,500		50	0			10,000		3
										200		100				25,000		4
										110		226	0	2 50		12,879	1,127	5
											66							6
	x					x				272	75	250		137 00	50 00	17,500	6,000	7
	x					x				2,055	25	400				20,000	5,000	8
	x									2,295	33	200		07 50		10,815	2,900	9
	x									1,429	60	1,400	120	172 00	23 00	24,106	4,000	10
	x				x					2,400		1,813		131 61		39,095	7,876	11
										72								12
										119		300		150 00		3,716		13
												400	185					14
										4,514		700	300					15
										830	66	1,253		178 48	4 45	22,747	542	16
										22		100				5,500		17
										1,200		500	25	100 00		3,456		18
										2,548		450	12			47,209		19
										56	80	300	50	200 00	100 00	6,000	3,000	20
	x									4,271	00	2,642		121 00	39 33	56,961	11,366	21
										180	50	120	10	106 21	2 47	1,593	37	22
										15,187		1,061	60					23
	x					x				1,512	70	1,800				38,727	10,835	24
	x					x	x			253	90	900	300	145 00		30,000		25
										744	7	300		182 00	62 22	24,470	16,537	26
																		27
										2,232	25	150	0	68 81	0	18,504	0	28
										1,054		198	8	35 75	15 01	37,609	8,037	29
	x					x				3,865						10,255		30
										1,000		200						31
																		32
																	5,000	33
										2,024		200	20			83,731	30,088	34
																	10,758	35
	x							x		15,791	73	3,995	0	141 88	56 85	121,263	42,066	36
										5,800	66						9,197	37
	x					x				3,518	66	1,275		164 51	36 31	63,174	13,946	38
	x							x		8,771		2,010	150	114 74	15 27	318,841	28,135	39
	x									3,137	75	639		148 20		48,919	6,677	41
					x					550	25	627		150 00		15,000		42
	x													148 23				43
										325						2,500		44
	x					x				1,805	80	2,000		110 00		48,000	10,000	45
					x					247	60	500	0	138 48	0	18,000		46
																		47
	x									11,000	66	1,000		86 74	60 65	76,101	26,868	48
	x									2,291	65	1,500	75	161 93	41 00	21,995	5,544	49
	x															121,332	4,604	50
										2,244	60	2,362	230	104 00	50 00	41,295	10,000	51
										427	75	300		85 27	53 00	21,543	9,444	52
	x				x													53
						x												54
																		55
						x				248	75	300		138 00		14,116		56

fifteen months.

information has been received.

Chicago, Ill.; Erring Woman's Refuge, Indianapolis, Ind.; Home of the Good Shepherd, Indianapolis, Minnesota State Reform School, St. Paul, Minn.; House of Refuge, St. Louis, Mo.; St. Louis Protector-Houston street, New York, N. Y.; Home for Fallen and Friendless Girls, West Fourth street, New Home of the Good Shepherd, Baltimore, Pa.; Reform School, Vergennes, Vt.

TABLE XXIII.—PART I.—Statistics of orphan asylums, miscellaneous charities, and industrial schools for 1874; from replies to inquiries by the United States Bureau of Education.

Number.	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of teachers and officers.	Total number of inmates since foundation.
	I	2	3	4	5	6	7	8
1	Church Home for Orphans.	Mobile, Ala.	1864	1864	Sister Harriet	Episcopal.	6	.....
2	Sacramento Protestant Orphan Asylum.	Sacramento, Cal.	1867	1867	Mrs. A. E. Peckham, matron.	Undenom'l.	12	369
3	Ladies' Protection and Relief Society.	San Francisco, Cal.	1854	1853	Miss C. A. Harmon, matron.	Undenom'l.	4	2,000
4	Pacific Hebrew Orphan Asylum and Home Society*.	San Francisco, Cal.	1871	1871	Mrs. Martin	Hebrew.	1	23
5	St. Boniface Orphan Asylum*.	San Francisco, Cal.	.....	1866	Catharine Gross	R. C.	1	300
6	Male Orphan Asylum*.	San Rafael, Cal.	.....	1855	Rev. Peter Birmingham	R. C.	12	.....
7	The Good Templars' Home for Orphans.	Vallejo, Cal.	1865	1868	Mrs. H. M. Chandler, matron.	Undenom'l.	3	201
8	Fitch's Home.	Darien, Conn.	1861	1864	Miss M. J. Davis	Undenom'l.	3	89
9	Hartford Orphan Asylum.	Hartford, Conn.	1863	.....	George E. Sanborn	Undenom'l.	10	.....
10	St. Catharine Orphan Asylum.	Hartford, Conn.	1853	.....	Sister Rose	R. C.	3	1,850
11	St. James's Orphan Asylum.	Hartford, Conn.	1862	.....	Sister Anastasia	R. C.	6	1,100
12	New Haven Orphan Asylum.	New Haven, Conn.	1833	1833	Mrs. L. A. Kingsley, matron.	Evangelical.	25	3,000
13	St. Mary's Orphan Asylum.	New Haven, Conn.	1852	.....	Mrs. L. A. Kingsley	R. C.	3	43
14	Orphans' Home.	Douglas, Ga.	1870	1871	Rev. Joseph Carr	M. E. South.	10	.....
15	Chicago Nursery and Infant-Orphan Asylum*.	Chicago, Ill.	1859	.....	Mrs. E. L. Hobson	Undenom'l.	2	2,500
16	Chicago Protestant Orphan Asylum.	Chicago, Ill.	1849	1848	Mrs. Harriet C. Bigelow	Undenom'l.	9	75
17	Colored Orphan Asylum.	Chicago, Ill.	1869	1869	Karl Wiegmann	Evang. Luth.	3	130
18	Ulrich Orphan Asylum.	Indianapolis, Ind.	.....	.....	William G. Johnson	Friends	3	.....
19	German Protestant Orphan Asylum.	Indianapolis, Ind.	1870	1870	George Reyer	German Prof.	4	150
20	German and English Asylum for Orphans and Destitute Children.	Andrew, Iowa	1864	1863	John George Rembold	Evang. Luth.	.....	.....
21	Kansas Orphan Asylum and Home for Friendless Children.	Leavenworth, Kans.	1866	1866	Mrs. Thomas Carney, president.	Undenom'l.	.....	125
22	St. Thomas's Orphan Asylum.	Bardstown, Ky.	1850	1850	Rev. Nicholas Ryan	R. C.	8	568
23	Convent of the Angel Guardian.	Highlands, near Newport, Ky.	.....	1866	Mother M., of St. Scholastica.	R. C.	12	.....
24	Orphanage of the Good Shepherd.	Louisville, Ky.	1869	.....	Sister Sarah Clayland	Protestant.	4	60
25	Protestant-Episcopal Orphan Asylum*.	Louisville, Ky.	1837	1835	Mrs. E. H. Bly	Prof. Epis.	2	468
26	St. Joseph's Orphan Asylum.	Louisville, Ky.	1847	1847	Sister Pacomia.	R. C.	4	.....
27	Mount Carmel*.	New Orleans, La.	1869	.....	Mother Teresa.	R. C.	13	222
28	Female Orphan Asylum of Portland.	Portland, Me.	1836	1828	Abby S. Barrott, secretary	Protestant.	4	252
29	Annapolis Orphan Asylum*.	Annapolis, Md.	1838	1828	Mr. Richardson	Prof. Epis.	.....	50

30.	Baltimore Orphan Asylum.	Baltimore, Md.	1799	Mrs. Baynard	Independent	4	360
31	German Orphan Asylum.	Baltimore, Md.	1853 1853	François Gleichmann	Hebrew	14	1,020
32	Hebrew Orphan Asylum.	Baltimore, Md.	1872 1873	Rev. Abraham Hoffmann	R. C.	30	1,025
33	St. Anthony's Asylum	Baltimore, Md.	1860 1874	Sister Mary Rosamund	R. C.	8	1,025
34	St. Francis's Orphan Asylum for Colored Children*	Baltimore, Md.	1867 1889	Sister Mary Aloysta Daly	Prot. Epis.	4	150
35	St. Mary's Female Orphan Asylum	Baltimore, Md.	1818 1818	Mrs. Ellen Binney	R. C.	2	100
36	St. Peter's Asylum for Female Children.	Baltimore, Md.	1850 1850	Brother James	Evangelical	13	113
37	St. Vincent's Male Orphan Asylum	Baltimore, Md.	1840 1840	Julia Valentine	Prot. Epis.	3	370
38	Shelter for Orphans of Colored Soldiers and Friendless Colored Children.	Baltimore, Md.	1868		R. C.	12	809
39	The Orphan Asylum of St. Paul's Church	Boston, Mass.	1802	Alice E. Bartlett	Prot. Epis.	9	268
40	Boston Female Orphan Asylum	Boston, Mass.	1800 1800	Miss Dexter	Prot. Epis.	12	5,353
41	Church Home for Orphans and Destitute Children*	Boston, Mass.	1838 1855	Rev. Justina	R. C.	15	2,620
42	House of Angel Guardian	Boston, Mass.	1851 1855	Sister Ann Alexis	R. C.	3	325
43	St. Vincent's Orphan Asylum*	Lawrence, Mass.	1843 1846	Sister M. A. Bernard	R. C.	3	399
44	Protectors of Mary Immaculate*	Salem, Mass.	1868	Sister Mary	Undercom'l	4	266
45	City Orphan Asylum*	Salem, Mass.	1871 1866	Mrs. Bradbury	Undercom'l	2	1,493
46	Seaman's Orphan and Children's Friend Society	Worcester, Mass.	1841 1849	Jameston White, patron	R. C.	4	1,680
47	Worcester Children's Friend Society	Detroit, Mich.	1867 1867	Sister Mary Gertrude	R. C.	2	809
48	St. Anthony's Male Orphan Asylum	Detroit, Mich.	1871 1848	Sister Mary Edmund	Episcopal	12	268
49	St. Vincent's Orphan Asylum	Natchez, Miss.	1852 1848	Brother Symphonian	R. C.	3	100
50	D'Evereux Hall	St. Louis, Mo.	1845 1843	Mrs. M. S. Fife, first directress	R. C.	3	144
51	Episcopal Orphan Home	St. Louis, Mo.	1851 1850	Mother Angela	Evangelical	4	905
52	German St. Vincent's Orphan Asylum	St. Louis, Mo.	1870 1868	Mrs. M. A. Winder	Prot. Epis.	13	1,000
53	Methodist Orphans' Home*	St. Louis, Mo.	1859 1859	Franca H. Hackmeier	Undercom'l	3	181
54	Protestant Orphan Asylum, (German)*	St. Louis, Mo.	1841 1843	Sister Aloisia	Union	3	728
55	St. Mary's Female Orphan Asylum*	Webster, Groves, Mo.	1841 1843	Mrs. George K. Budd, president	Undercom'l	2	1,312
56	St. Louis Protestant Orphan Asylum	Franklin, N. H.	1871 1871	Mrs. A. R. Maek	Prot. Epis.	4	65
57	New Hampshire Orphans' Home	Jersey City, N. J.	1841 1864	Mrs. Mary Lookwood	Undercom'l	2	375
58	Children's Home.	Newark, N. J.	1849 1849	Mrs. Van Vleet	R. C.	14	1,020
59	Orphan Asylum	Pateron, N. J.	1841 1863	Mrs. H. Hemmen	Evangelical	13	113
60	Pateron Orphan Asylum Association for Orphans, Half-Orphans, and Homeless Children.	Albany, N. Y.	1849 1854	Brother Amphian	Undercom'l	3	728
61	St. Vincent's Male Orphan Asylum*	Albany, N. Y.	1863 1862	Mrs. J. C. Rogers	Undercom'l	2	1,312
62	Cayuga Asylum for Destitute Children	Bath, N. Y.	1863 1863	Eliza Child	Prot. Epis.	4	65
63	Davenport Institution for Orphan Girls*	Brooklyn, N. Y.	1868 1866	William T. Johnson	Undercom'l	2	375
64	Brooklyn Howard Colored Orphan Asylum Society	Brooklyn, N. Y.	1835 1832	Mrs. J. B. Hutchinson	Undercom'l	14	1,020
65	Orphan Asylum Society for the City of Brooklyn*	Brooklyn, N. Y.	1834 1826	Sister M. Baptista	R. C.	9	100
66	Roman Catholic Asylum for Boys*	Brooklyn, N. Y.	1860 1861	M. May	Undercom'l	13	113
67	St. Joseph's Orphan Asylum*	Buffalo, N. Y.	1855 1836	Mrs. Healy	Prot. Epis.	3	370
68	Buffalo Orphan Asylum	Buffalo and Sulphur Springs, N. Y.	1855 1864	Rev. Christian Volz	R. C.	12	570
69	Evangelical Lutheran St. John's Orphan Home	Buffalo, N. Y.	1855 1866	Mrs. Susan Graham	R. C.	11	1,290
70	Orphan Ward of Church Charity Foundation	Buffalo, N. Y.	1854 1853	Eliza F. Schauer	Prot. Epis.	3	370
71	St. Mary's German Roman-Catholic Asylum	Buffalo, N. Y.	1849 1848	Sister Robertue	R. C.	12	570
72	St. Vincent's Asylum	Buffalo, N. Y.	1853 1853	Mrs. E. W. Baldwin	Undercom'l	7	235
73	Ontario Orphan Asylum*	Canandaigua, N. Y.	1853 1853	L. T. Hall	Undercom'l	6	400
74	Thomas Asylum for Orphan and Destitute Indian Children.	Coopers town, N. Y.	1855 1855	Susan F. Cooper	Prot. Epis.	3	37
75	Orphan House of the Holy Savior.	Coopers town, N. Y.	1871 1871				

* From Report of Commissioner of Education for 1873.

TABLE XXIII.—PART 1.—Statistics of orphan asylums, miscellaneous charities, and industrial schools for 1874, &c.—Continued.

Number.	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of teachers and officers.	Total number of inmates since foundation.
	I	2	3	4	5	6	7	8
76	St. Mary's Orphan Asylum and School.	Dunkirk, N. Y.	1858	1858	Sister M. Anastasia Donovan	R. C.	4	154
77	Southern Tier Orphans' Home.	Elmira, N. Y.	1866	1866	Howard Duncan	Protestant.	8	535
78	Hudson Orphan and Relief Association.	Hudson, N. Y.	1846	1846	Miss Elizabeth Jones, matron.	Undenom'l.	4	80
79	Warburg Orphan's Farm School of the Evangelical Lutheran Church.	Mt. Vernon, N. Y.	1869	1866	Rev. G. C. Holls	Evang. Luth.	4	80
80	Colored Orphan Asylum.	New York, N. Y. (143d street and Boulevard)	1838	1836	Orville K. Hutchinson	Undenom'l.	24	2,014
81	Hebrew Orphan Asylum *	New York, N. Y.	1832	1822	Isaac Cohen	Hebrew	2	474
82	Leake and Wards Orphan House.	New York, N. Y.	1807	1806	William H. Guest.	Protestant.	8	1,894
83	Orphan Asylum Society of the City of New York.	New York, N. Y.	1807	1806	Charles S. Fell	Protestant.	5	2,656
84	Orphans' Home and Asylum of the Protestant-Episcopal Church.	New York, N. Y.	1859	1851	Mrs. Jane Inglee, matron.	Prot. Epis.	4	
85	St. Joseph's Orphan Asylum *	New York, N. Y.	1859	1859	Sister Mary Hyacintha	R. C.	14	950
86	St. Stephen's Home.	New York, N. Y.	0	1808	Sister Francis Xavier	R. C.	7	552
87	The Society for the Relief of Half-Orphan and Destitute Children.	New York, N. Y.	1837	1835	Mr. R. P. Hudson.	Protestant.	6	3,365
88	Poughkeepsie Orphan Asylum and Home for the Friendless.	Poughkeepsie, N. Y.	1852	1857	Mrs. C. P. Stephenson, matron.	Undenom'l.	2	754
89	Rochester Orphan Asylum.	Rochester, N. Y.	1838	1837	Mrs. Lucia Clements, matron.	Protestant.	6	1,952
90	St. Mary's Orphan Boys' Asylum.	Rochester, N. Y.	1864	1864	Sister M. Xavier.	R. C.	14	749
91	St. Patrick's Orphan Girls' Asylum.	Rochester, N. Y.	1845	1841	Sister M. de Pazzio	R. C.	7	997
92	Society for the Relief of Destitute Children of Seneca.	Seneca Island, N. Y.	1840	1840	Mrs. Jacob Le Roy	Undenom'l.	7	
93	Ontario County Orphan Asylum.	Syracuse, N. Y.	1845	1841	Mrs. H. M. Woods	Protestant.	7	
94	St. Joseph's Asylum.	Syracuse, N. Y.	1872	1872	Sister Beata McAnull.	R. C.	8	130
95	St. Vincent de Paul's Orphan Asylum.	Troy, N. Y.	1860	1852	Sister Tatiana White	R. C.	11	600
96	St. Vincent's Female Orphan Asylum.	Troy, N. Y.	1863	1848	Sarah A. Baker	R. C.	7	912
97	Troy Catholic Male Orphan Asylum.	Troy, N. Y.	1861	1852	Brother Candidus.	R. C.	4	
98	Troy Orphan Asylum.	Troy, N. Y.	1835	1833	Mrs. M. A. Greenman, matron.	Protestant.	5	1,006
99	House of the Good Shepherd *	Utica, N. Y.	1872	1873	Miss Mary Blakeslee.	Episcopal.	1	37
100	St. Vincent's Male Orphan Asylum *	Utica, N. Y.	1862	1862	Brother Clementine.	R. C.	2	533
101	Utica Orphan Asylum.	Utica, N. Y.	1830	1830	Mrs. Cornelia Graham, 1st directress.	Undenom'l.	2	1,219

102	Orphan Asylum	Oxford and Mars Hill, N. C.	1873	J. H. Mills	Underom'l.	10	220
103	German Methodist Orphan Asylum	Berea, Ohio	1864 1864	Christian G. Lieberherr	Math. Epis.	2	97
104	Cincinnati Orphan Asylum	Cincinnati, Ohio	1822 1824	Mrs. A. F. Perry	Protestant	10	16, 366
105	General German Protestant Orphan Asylum	Cincinnati, Ohio	1849 1845	Mario Pfeiffer	Protestant	8	404
106	Cleveland Orphan Asylum	Cleveland, Ohio	1853	Mrs. Julia W. Shrink	Underom'l.	2	1, 190
107	Orphan Asylum I. O. E. B.	Cleveland, Ohio	1868 1868	Louis Aufrecht	Jewish	6	366
108	Montgomery County Children's Home	Dayton, Ohio	1867 1867	Mrs. Anna Grady	Underom'l.	3	530
109	Pennecor Orphan Asylum	Flat Rock, Ohio	1866 1866	Rev. Charles Hammer	Evangelical	13	191
110	Washington County Children's Home	Marietta, Ohio	1866 1866	S. D. Hart	Underom'l.	1	330
111	Oberlin Orphan Home	Oberlin, Ohio	1873	Linus H. Seelye	Math. Epis.	2	310
112	German Evangelical Lutheran Orphans' Asylum	Toledo, Ohio	1860	Charles Beckel	Evangel. Luth.	4	312
113	Protestant Orphans' Home	Toledo, Ohio	1867	Miss J. A. McConnell	Underom'l.	2	143
114	McIndro Children's Home	Zanesville, Ohio	1855 1863	Mrs. A. W. Ely, matron	Underom'l.	10	2, 500
115	Protestant Orphan Asylum	Allegheny, Pa.	1834 1832	Mrs. E. McKelvey	R. C.	6	430
116	St. Joseph's Asylum	Allegheny, Pa.	1853 1853	Sister Mary Zita	Evangel. Luth.	4	336
117	Orphans' Home of the Evangelical Lutheran Church	Germanstown, Pa.	1860 1839	Rev. G. F. Gardner	Underom'l.	1	600
118	Home for Friendless Children of the City and County of Lancaster	Lancaster, Pa.	1860 1860	Miss Ellen Spence, matron	Friends	3	186
119	Association for the Care of Colored Orphans	Philadelphia, Pa.	1837	Elizabeth C. Lowry	Underom'l.	13	3, 500
120	Bethesda Children's Christian Home	Philadelphia, Pa.	1860	Rev. Clement	Episcopal	8	101
121	Burd Orphan Asylum of St. Stephen's Church	Philadelphia, Pa.	1862 1862	Rev. Gideon J. Burton, A. M., warden	Protestant	3	357
122	Church Home for Children, (Angora)	Philadelphia, Pa.	1857	Miss Purdy	Underom'l.	21	3
123	Foster Home Association	Philadelphia, Pa.	1846 1849	Miss S. H. Davidson	Underom'l.	3	186
124	Grand College for Orphans	Philadelphia, Pa.	1848	William H. Allen, president	Underom'l.	13	3, 500
125	Home for Destitute Colored Children	Philadelphia, Pa.	1856 1855	Mary K. Williamson, president board of managers	Underom'l.	6	500
126	Jewish Foster Home and Orphan Asylum	Philadelphia, Pa.	1855 1855	Mrs. Johanna Krouse	Hebrew	3	186
127	Northern Home for Friendless Children and Soldiers' Orphan Institute	Philadelphia, Pa.	1851 1853	Miss Walk	Protestant	13	3, 500
128	Philadelphia Orphan Society	Philadelphia, Pa.	1815	Mrs. Stephen Colwell	Underom'l.	8	1, 789
129	St. Joseph's Roman-Catholic Orphan Asylum	Philadelphia, Pa.	1807 1807	Sister Mary Gonzaga	Underom'l.	4	2, 600
130	The Southern Home for Destitute Children	Philadelphia, Pa.	1857 1849	Miss Phillips, matron	Underom'l.	3	500
131	Union Temporary Home for Children	Philadelphia, Pa.	1857	Alberton Blight	Underom'l.	6	500
132	Western Provident Society and Children's Home	Philadelphia, Pa.	1857 1850	Mrs. John Irwin, president board of managers	Underom'l.	3	500
133	The Orphans' Home of the Evangelical Lutheran Church	Rochester, Pa.	1864	Deaconesses of the Church	Evangel. Luth.	3	134
134	Home for Friendless Children	Wilkesbarre, Pa.	1862 1862	P. H. Eithian	Underom'l.	2	140
135	Children's Home for the Borough and County of York	York, Pa.	1865 1865	Miss S. B. Thornbury	Lutheran	6	984
136	The Orphans' Farm School	Zelienople, Pa.	1857	D. L. Debenader	Protestant	4	336
137	Children's Friends' Society	Providence, R. I.	1836 1835	Miss Cordelia Toner	Underom'l.	12	2, 500
138	Providence Association for the Benefit of Colored Children	Providence, R. I.	1839 1839	Abby Guild	R. C.	13	2
139	St. Alloysius Orphan Asylum	Providence, R. I.	1836 1835	S. M. Chmacee	Protestant	2	30
140	Charleston Orphan Asylum	Charleston, S. C.	1790 1794	Miss A. K. Irving	Methodist	3	25
141	Church Home	Charleston, S. C.	1872 1872	Mr. Chaplin	Episcopal	2	700
142	Orphans' Home	Dewatur, S. C.	1872 1872	Rev. W. B. Foote	Protestant	3	600
143	Carolina Orphan Home	Spartanburg, S. C.	1870 1868	R. C. Oliver	Methodist	3	25
144	Leath Orphan's Home	Memphis, Tenn.	1852 1852	Sisters of the Order of St. Mary	Protestant	2	700
145	Leath Orphan Asylum	Nashville, Tenn.	1846 1842	J. M. Penbody	Protestant	3	600
146	Protestant House of Industry	Nashville, Tenn.	1846 1845	Mrs. A. G. Montague	Protestant	3	600
147	Protestant Orphan Asylum	Nashville, Tenn.	1846 1845	Mrs. A. G. Montague	Protestant	3	600

* From Report of Commissioner of Education for 1873.

TABLE XXIII.—PART 1.—Statistics of orphan asylums, miscellaneous charities, and industrial schools for 1874, &c.—Concluded.

Number.	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of teachers and officers.	Total number of inmates since foundation.
1		2	3	4	5	6	7	8
148	Providence Orphan Asylum.....	Burlington, Vt.....	1866	1854	Sister Mary Magdalen.....	R. C.....	12	765
149	St. Mary's Orphan Asylum.....	Elm Grove, Wis.....	1869	1859	Sister M. Salecia.....	R. C.....	7	722
150	Milwaukee Orphan Asylum.....	Milwaukee, Wis.....	1852	1850	Maria P. Mason, matron.....	Undenom'l.....	3	7,620
151	St. Rose's—for female orphan children.....	Milwaukee, Wis.....	1851	1848	Sister Camilla.....	R. C.....	6	33
152	Taylor Orphan Asylum*.....	Racine, Wis.....	1867	1872	Miss M. J. Weston.....	Protestant.....	12	443
153	St. Clementine's Orphan Asylum.....	St. Francis Station, Wis.....	1850	1846	C. Wapethorst.....	R. C.....	4	679
154	National Home for Destitute Colored Women and Children.....	Washington, D. C.....	1863	1863	Miss Eliza Hancock.....	Union.....	7	402
155	St. Joseph's Male Orphan Asylum*.....	Washington, D. C.....	1855	1856	Sister M. Irene.....	R. C.....	7	402
156	Washington City Orphan Asylum*.....	Washington, D. C.....	1815	1815				

* From Report of Commissioner of Education for 1873.

TABLE XXIII.—*Statistics of orphan asylums, miscellaneous charities, and industrial schools for 1874, &c.—Continued.*

Number.	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	I	9	10	11	12	13
1	Church Home for Orphans	Under 10		Charity	Housework and sewing	Returned to friends or adopted.
2	Sacramento Protestant Orphan Asylum	Boys under 10; girls under 12.		State appropriation, subscriptions, donations, &c.		
3	Ladies' Protection and Relief Society	Boys 1 month to 41 years; girls all ages 3 years		Legislative appropriations and contributions.	Housework	Placed in homes.
4	Pacific Hobrow Orphan Asylum and Home Society.*			Appropriations and contributions.		
5	St. Bonifacio Orphan Asylum*	Under 16	All orphans, foundlings, &c.	Appropriations and contributions.		
6	Mado Orphan Asylum*	6-12		Charitable contributions		
7	The Good Templars' Home for Orphans.	2-12		Lodge contributions, State aid, and donations.		
8	Fitch's Home*	4-14	Soldiers' orphans	Donations and State appropriations		
9	Hartford Orphan Asylum	3-12		Endowment and contributions	Sewing and housework	None. Sent to trades or farms or housework.
10	St. Catherine Orphan Asylum	3 years		Charity and donations	Housework	
11	St. James's Orphan Asylum	3 years		Charity and donations	Farming, trades, and housework.	
12	New Haven Orphan Asylum	2-10	Freedom from contagious disease, and poverty.	Contributions and town appropriation.	Sewing and housework.	
13	St. Mary's Orphan Asylum	3 years		Charity and donations	Housework	Placed in good homes.
14	Orphans' Home	5-10		Contributions and annual subscriptions.	Housework and farming	
15	Chicago Nursery and Half-Orphan Asylum*	Under 14	Orphanage and destitution.	Endowment and contributions		
16	Chicago Protestant Orphan Asylum			Contributions		
17	Uhlrich Orphan Asylum	Under 14		Voluntary contributions	General work	Good homes. Provided with homes.
18	Colored Orphan Asylum			Contributions and subscriptions.		
19	German Protestant Orphan Asylum			Donations.	Needle-work of all kinds.	
20	German and English Asylum for Orphans and Destitute Children.	2-18				
21	Kansas Orphan Asylum and Home for Friendless Children.	Under 16		Contributions and charitable entertainments.		Good Christian homes.

* From Report of Commissioner of Education for 1873.

TABLE XXIII.—PART I.—Statistics of orphan asylums, miscellaneous charities, and industrial schools for 1874, &c.—Continued.

Number.	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	I	9	10	11	12	13
22	St. Thomas's Orphan Asylum	Over 2		Collections in the diocese	Farming	Apprenticed to mechanics and farmers, and some sent to colleges.
23	Convent of the Angel Guardian	3-15		Industry and charitable contributions.	Sewing and housework	
24	Orphanage of the Good Shepherd	2-6		Voluntary subscriptions	Printing	
25	Protestant-Episcopal Orphan Asylum*	Under 18	Orphanage or destitution.	Endowment and contributions		
26	St. Joseph's Orphan Asylum	Under 12		Donations and subscriptions of members of St. Joseph's Orphan Society.		
27	Mount Carmel*	6-14		Contributions.		
28	Female Orphan Asylum of Portland	1-10	Generally received by bond of surrender.	Subscriptions, donations, &c.	House and needle work	Adopted or bound out to service.
29	Annapolis Orphan Asylum*.	3-18		Subscriptions and contributions		
30	Baltimore Orphan Asylum.	2-12		Subscriptions, donations, and endowment.		
31	German Orphan Asylum*	From 2 years		By German General Society		None.
32	Hebrew Orphan Asylum.	3-11	Full health	Contributions of members, &c.	Sewing, knitting, and fancy needle-work.	
33	St. Anthony's Asylum	1-12		Contributions and collections		
34	St. Francis's Orphan Asylum for Colored Children.*	From 3 years		Collections.		
35	St. Mary's Female Orphan Asylum.	3-12		Contributions and ground-rent.	Plain sewing	Transferred to industrial school at 15 years of age, and taught trades.
36	St. Peter's Asylum for Female Children	4-9		Endowment and charity	Sewing and housework	Outfit of clothing and homes or trades provided.
37	St. Vincent's Male Orphan Asylum	7-12		Endowment and contributions		Homes provided.
38	Shelter for Orphans of Colored Soldiers and Friendless Colored Children	2-12		Appropriations and contributions		
39	The Orphan Asylum of St. Paul's Church	Under 17		Contributions and endowment	Sewing and housework	Sewing, knitting, and housework.
40	Boston Female Orphan Asylum.	3 years.		Contributions and endowment		

TABLE XXIII.—PART 1.—*Statistics of orphan asylums, miscellaneous charities, and industrial schools for 1874, &c.—Continued.*

Number.	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	1	9	10	11	12	13
70	Orphan Ward of Church Charity Foundation.	3-10	Orphans or half-orphans of Protestant percentage.	Contributions of Protestant-Episcopal churches of Buffalo.	Gardening, sewing, and housework.	Situations provided.
71	St. Mary's German Roman-Catholic Asylum		Destitute orphans of St. Mary's parish.	Contributions of St. Mary's parish and appropriations.	Housework, sewing, and knitting.	Placed in families, boys for trades, girls for housework.
72	St. Vincent's Asylum	From 5 years		Appropriations	Dressmaking, fancy needle-work, and plain sewing.	
73	Ontario Orphan Asylum*	Under 13	Free from imbecility.	Contributions and donations		
74	Thomas Asylum for Orphan and Destitute Indian Children.	Under 12	Orphanage and destitution.	Indian Bureau and State of New York.		
75	Orphan House of the Holy Savior.	Boys, 3-7; girls, 3-12	Orphanage and destitution.	Contributions.	Gardening, sewing, and housework.	Provided with homes or fitted for self-support.
76	St. Mary's Orphan Asylum and School	From 2 years		Contributions and board of education.	Sewing and housework	Adopted into families.
77	Southern Tier Orphans' Home	Under 12		Contributions.	Housework	Indentured, adopted, or placed on farms.
78	Hudson Orphan and Relief Association	Under 12		Endowment, appropriations, and contributions.		The children have a permanent home in the institution, to which they may return in case of sickness or when out of employment.
79	Warburg Orphans' Parin School of the Evangelical Lutheran Church.	6-10		Contributions.	Gardening, farming, sewing, and housework.	Returned to friends or indentured at the age of 12.
80	Colored Orphan Asylum	2-10	Must be orphans, half-orphans, or destitute children of the State of New York.	Endowment, city appropriations, donations, and payment of board.	Gardening, sewing, and housework.	
81	Hebrew Orphan Asylum*	Over 5	Must be orphans or half-orphans.	Contributions		Indentured to trades or to farming.
82	Leake and Watts Orphan House	3-12	Must be entire orphans.			
83	Orphan Asylum Society of the City of New York.*	Under 10		Legacies, appropriations, and subscriptions.		Returned to friends or placed in good homes.
84	Orphans' Home and Asylum of the Protestant- Episcopal Church.	3-8	Orphanage.	Voluntary contributions.	Sewing and housework	

	Over 3.	Orphanage.	Contributions and endowment.	Sewing and housework.	Placed in families, at trades, or in higher schools.
87 St. Joseph's Orphan Asylum*	3-12		Contributions.	Sewing and housework.	None.
88 St. Stephen's Home.					None.
89 The Society for the Relief of Half-Orphan and Destitute Children.	4-10	Must be half-orphans, or destitute.	Voluntary contributions.	Sewing and housework.	Indefinitely or adopted.
90 Poughkeepsie Orphan Asylum and Home for the Friendless.	2-12	Must be healthy.	Voluntary contributions.	Sewing and housework.	Indefinitely or adopted.
91 Rochester Orphan Asylum.	Under 12.	Orphanage and destitution.	Contributions and board from city and county for pauper children.		Adopted or returned to friends.
92 St. Mary's Orphan Boys' Asylum.	3-14		Donations and contributions.		Adopted or returned to friends.
93 St. Patrick's Orphan Girls' Asylum.	3-16		Subscriptions and donations.		Adopted or returned to friends.
94 Society for the Relief of Destitute Children of Seamen.	2-12		Endowment and appropriations.		Homes provided.
95 Onondaga County Orphan Asylum.			Contributions.	Manual labor for the elder boys.	Adopted or returned to friends.
96 St. Joseph's Asylum.	Under 11.		Contributions and endowment.	Needle-work and domestic economy.	Homes or situations provided.
97 St. Vincent's Female Orphan Asylum.	3-12		Appropriations, fairs, and collections.	Sewing and housework.	Good homes provided.
98 Troy Catholic Male Orphan Asylum.	5-12	Must be surrendered to the entire control of the institution, or a nominal price paid for their support.	Appropriations and contributions.	Farming and gardening.	Homes in families.
99 Troy Orphan Asylum.	3-10	Destitution and friendlessness.	Appropriations and contributions.	None.	Returned to friends, adopted, or indentured with families in the country.
100 House of the Good Shepherd*.	No limits.		Voluntary offerings.		Returned to friends or adopted.
101 St. Vincent's Male Orphan Asylum*.	4-14	Must be indigent orphans.	Contributions.	Contributions, subscriptions, legacies, &c.	Employment provided.
102 Utica Orphan Asylum.	2-14	Must be indigent orphans.	Contributions, subscriptions, legacies, &c.	Gardening and housework.	
103 Orphan Asylum.	6-12	Must be healthy and intelligent, and be bound legally to institution until majority.	Contributions and subscriptions.	Farming, gardening, sewing, housework, laundry work, &c.	
104 German Methodist Orphan Asylum.			Contributions, produce of field and garden, and board, wages, &c.		
105 Cincinnati Orphan Asylum*.		Orphanage and destitution.	Endowment and contributions.		
106 General German Protestant Orphan Asylum.			By members and donations.	Sewing, knitting, &c.	
107 Cleveland Orphan Asylum*.	2-10		Endowment.		Bound out till 13 years of age to good families, for which the child receives schooling, board, and \$100 cash.

* From Report of Commissioner of Education for 1872.

TABLE XXIII.—PART 1. *Statistics of orphan asylums, miscellaneous charities, and industrial schools for 1874, &c.—Continued.*

Number.	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	I	9	10	11	12	13
107	Orphan Asylum I. O. B. B.	4-12		Contributions.	None	Taught trades in the places from which they came.
108	Montgomery County Children's Home.	Under 16.	Orphanage and destitution.	County taxation	Housework and gardening.	Indentured or adopted.
109	Eduezer Orphan Asylum	2-12		Contributions and endowment.	Farming and housework.	At 16 years of age adopted or put to trades.
110	Washington County Children's Home.	Under 16.		Appropriation and county taxation	Farming, gardening, and housework.	Indentured or adopted.
111	Oberlin Orphan Home	1-3	Must be entirely destitute.	Unsolicited donations.		
112	German Evangelical Lutheran Orphans' Asylum.	From 2 years	Admitted free of charge, if destitute orphans, others charged from \$2 to \$6 per month.	Contributions of members of the society, charity, and income of farm.		Trades or situations provided.
113	Protestant Orphans' Home.	No limit.		Contributions.	Housework	Adopted in families.
114	McIntire Children's Home.	3-12		A howance from John McIntire's estate and contributions.	Sewing, knitting, and housework.	Good homes provided.
115	Protestant Orphan Asylum.	Under 14.	Orphanage and youth.	Contributions and endowment.	Knitting, sewing, dress-making and baking.	Boys indentured to trades; girls indentured in Christian families.
116	St. Joseph's Asylum	Over 2	Orphanage and destitution.	Contributions, appropriations, and endowment.	Shoe-mending and caning, sewing and housework.	Indentured; girls until 18, boys until 21 years of age.
117	Orphans' Home of the Evangelical Lutheran Church.	Under 12.	Must be white children surrendered by parents or committed by the court or mayor of Lancaster.	County and State appropriations and contributions.	Gardening, sewing, and housework.	Homes in families provided.
118	Home for Friendless Children of the City and County of Lancaster.	Under 12.		Contributions and subscriptions.	Sewing and housework.	Outfit of clothing and \$50.
119	Association for the Care of Colored Orphans.	Under 12.		Donations and payment of board.	Sewing and housework.	
120	Bethesda Children's Christian Home.	Under 12.	Baptized in the P. E. Church and fatherless.	Endowment		
121	Burd Orphan Asylum of St. Stephen's Church.	4-6				

TABLE XXIII.—PART 1.—*Statistics of orphan asylums, miscellaneous charities, and industrial schools for 1874, &c. Continued.*

Number.	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
150	Milwaukee Orphan Asylum.....	9	13	11	12	13
151	St. Rose's—for female orphan children....	Girls, 2-12; boys, 2-10.	Orphanage and desti- tution.	Contributions and appropriations.	Cane-seating, sewing, knit- ting and housework.	Returned to friends, adopted, or placed at service.
152	Taylor Orphan Asylum*.....	Over 1 year.	.....	Fairs and donations.....	Sewing and housework....	Placed in families or at trades.
153	St. Clementine Orphan Asylum.....	Under 14.	.....	Endowment.....	.....	Good homes provided.
154	National Home for Destitute Colored Women and Children.	Under 12. 1-12.	.....	Contributions.....	Gardening, sewing, and housework.	
155	St. Joseph's Male Orphan Asylum*.....	5-12.	.....	Donations.....	.....
156	Washington City Orphan Asylum*.....	2-12.	.....	Voluntary contributions.....	.....

*From Report of Commissioner of Education for 1873.

TABLE XXIII.—PART 1.—Statistics of orphan asylums, miscellaneous charities, and industrial schools for 1874, &c.—Continued.

Number.	Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.										Library.					
					Sex.		Race.		Parent- age.		Orphanage.				Instruction: No. taught—				Number of volumes.	Increase in the past year.
					Male.	Female.	White.	Colored.	Natives.	Foreign.	Orphans.	Half-orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.	Music.		
1	Church Home for Orphans	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
2	Sacramento Protestant Orphan Asylum	80	\$6,537	\$6,621	1	38	29	0	36	2	33	57	1	25	25	25	3	300	29	
3	Ladies' Protection and Relief Society	8,000	15,000 (170)	15,000	32	43	75	1	50	25	17	56	1	1	1	1	1	500	100	
4	Pacific Holiness Orphan Asylum and Home Society*		10,000	9,000	19	6	25	1	25	19	12	13	1	15	14	14	1	100	100	
5	St. Boniface Orphan Asylum*		1,500	1,500	10	9	18	1	19	4	14	14	1	15	14	14	1	1,312	100	
6	Male Orphan Asylum*		35,000	35,000	270	270	270	0	130	140	130	140	270	270	270	270	270	1,312	100	
7	The Good Templars' Home for Orphans	0	10,000	10,000	29	16	55	0	18	15	8	46	46	46	46	46	46	15	15	
8	Field's Home*		5,541	5,544	26	16	42	0	20	9	14	16	0	42	36	40	2	1,875	15	
9	Harford Orphan Asylum		0	10,000	40	20	58	2	33	33	33	0	0	30	30	0	60	100	0	
10	St. Catharine Orphan Asylum		0	500	58	0	38	0	20	38	30	86	0	100	100	58	90	500	40	
11	St. James's Orphan Asylum	40,000	13,000	12,000	70	46	115	1	19	37	16	13	1	29	29	29	0	1	200	
12	New Haven Orphan Asylum		0	590	56	56	56	0	131	131	131	4	80	60	60	60	0	1	100	
13	St. Mary's Orphan Asylum	1,427	3,065	2,947	14	15	29	0	2	131	16	13	1	29	29	29	0	1	200	
14	Orphans' Home		10,000	10,000	67	66	133	0	2	131	16	13	1	29	29	29	0	1	200	
15	Chicago Nursery and Half-Orphan Asylum*		10,000	10,000	70	60	127	3	90	40	35	73	4	80	60	60	0	1	100	
16	Chicago Protestant Orphan Asylum		8,962	7,992	13	13	26	13	13	9	17	13	13	13	13	13	13	1	100	
17	Whitch Orphan Asylum				30	14	0	44	44	0	10	34	1	10	10	10	0	1	100	
18	Colored Orphan Asylum				7	3	10	0	22	10	9	20	1	14	10	14	0	75	0	
19	German Protestant Orphan Asylum		2,900	2,314	12	10	91	1	22	10	9	20	1	14	10	14	0	75	0	
20	German and English Asylum for Orphans and Destitute Children				70	55	125	0	40	85	50	75	5	33	30	33	0	40	0	
21	Kansas Orphan Asylum and Home for Friendless Children			4,000	90	0	90	0	70	20	50	40	0	33	30	33	0	40	0	
22	St. Thomas's Orphan Asylum				64	64	64	0	58	6	18	35	0	33	30	33	0	40	0	
23	Convent of the Angel Guardian				40	40	40	0	30	10	25	15	0	33	30	33	0	40	0	
24	Orphanage of the Good Shepherd		4,000	4,000	40	40	40	0	30	10	25	15	0	33	30	33	0	40	0	
25	Protestant-Episcopal Orphan Asylum*		4,753	4,753	0	31	31	0	5	59	61	24	0	33	30	33	0	40	0	
26	St. Joseph's Orphan Asylum	12,000	6,000	5,500	53	32	32	0	5	59	61	24	0	33	30	33	0	40	0	
27	Mount Carmel*				97	97	97	0	18	18	7	21	0	23	12	16	0	0	0	
28	Female Orphan Asylum of Portland	8,000	2,575	2,575	0	36	36	0	18	18	7	21	0	23	12	16	0	0	0	
29	Annapolis Orphan Asylum*		7,000	6,000	3	3	3	0	3	3	3	3	3	3	3	3	3	3	3	

* From Report of the Commissioner of Education for 1873.

59	Orphan Asylum.	8,261	3,670	39	23	63	0	42	20	15	55	29	25	177
60	Paterson Orphan Asylum Association for Orphans, Half-Orphans, and Homeless Children.	5,300	3,670	26	22	43	0	17	31	7	39	2	36	24
61	St. Vincent's Male Orphan Asylum*													1
62	Cayuga Asylum for Destitute Children													150
63	Davenport Institution for Orphan Girls*	6,500	12,719	111	0	111	0	83	31	80	99	63	63	33
64	Brooklyn Howard Colored Orphan Asylum Society		18,100	65	29	84	10	82	12	6	67	0	63	35
65	Orphan Asylum Society for the City of Brooklyn*		5,414	35	35			31	4	26	9		35	35
66	Roman-Catholic Asylum for Boys*										53			55
67	St. Joseph's Orphan Asylum*	50,989	63,304	156	29	245	0	72	169	35	297	230	143	143
68	Buffalo Orphan Asylum	51,974	51,940	335	0	334	1	46	289	145	190	330	269	269
69	Evangelical Lutheran St. John's Orphan Home	14,140	13,990	34	20	54	0		54	50	4	37	27	27
70	Orphan Ward of Church Charity Foundation	12,517	7,000	42	28	70	0	24	40	7	35	1	30	304
71	Orphan Ward of Church Charity Foundation	43,000	12,505	49	30	79	0	4	75	51	25	0	30	410
72	St. Mary's German Roman-Catholic Asylum	5,311	5,466	21	9	30	0	12	18	5	28	0	30	90
73	St. Vincent's Asylum	2,206	1,202	19	13	35	6	1	37	6	32	0		0
74	Ontario Orphan Asylum*	9,097	9,000	23	16	36	3	15	20	6	31	35	20	15
75	Thomas Asylum for Orphan and Destitute Indian Children.	1,000	9,744	61	57			118						202
76	St. Mary's Orphan Asylum and School	2,000	2,339	2	639	9	21	58	2	30	0	30	10	30
77	Southern Tier Orphans' Home		2,065	2	165			15	4	11	14	14	14	7
78	Hudson Orphan and Relief Association.		9,042	34	10	40	4	32	12	5	37	2	28	9
79	Warburg Orphans' Farm School of the Evangelical Lutheran Church		6,700	36	17	53	0	13	40	0	43	45	36	20
80	Colored Orphan Asylum	30,000	6,163	35	28	63		61	2	47	16			0
81	Hebrew Orphan Asylum*	38,014	28,909	196	88			234	270	14	110	174	212	228
82	Leake and Watts Orphan House	70,552	63,285	139	51	190	0	102	44	145	1	178	178	161
83	Orphan Asylum Society of the City of New York*		52,725	96	63	161	0	98	136	6	28	108	132	121
84	Orphans' Home and Asylum of the Protestant-Episcopal Church		14,301	96	71	137	0	106	31	62	1	86	86	86
85	St. Joseph's Orphan Asylum*		17,234	99	84	180	0	4	176	102	1	171	171	171
86	St. Joseph's Home	30,000	6,000	50	62	110	2	28	84	78	34	0	90	70
87	The Society for the Relief of Half-Orphan and Destitute Children	35,000	18,000	121	87	208	6	32	176	8	200	115	115	0
88	Pongkeepsie Orphan Asylum and Home for the Friendless	6,000	9,687	67	23	83	3	24	43	13	53	2	63	43
89	Rochester Orphan Asylum.		15,234	113	111			17	96	24	85	95	64	56
90	St. Mary's Orphan Boys' Asylum		4,487	104	103	1	10	94	21	83		92	64	54
91	St. Patrick's Orphan Girls' Asylum.										74	74		95
92	Society for the Relief of Destitute Children of Seneca.	31,595	17,019	72	42	113	3		57	109	109	109	109	109
93	Ontonaga County Orphan Asylum		16,864	60	3	63	0		5	52	6	44	40	44
94	St. Joseph's Asylum		20,884	0	127	127	0	12	113	30	97	117	117	117
95	St. Vincent de Paul's Orphan Asylum	0	12,563	115				113	2	16	95	4	100	64
96	St. Vincent's Female Orphan Asylum.	0	18,330	130	0	130	0	11	119	118	112	117	92	85
97	Troy Catholic Male Orphan Asylum	36,768	12,437	13	299	54	41	95	0	51	44	25	6	95
98	Troy Orphan Asylum			14	23	37	0	20	12			16	14	14
99	Home of the Good Shepherd*		9,363	9	596	59	0	59	0	12	47	59	40	40
100	St. Vincent Male Orphan Asylum*	149,115	12,788	65	34	93	6	50	49	10	70	76	29	33
101	Utica Orphan Asylum	0	10,800	74	76	150	0	148	2			100	100	75
102	Orphan Asylum.	0	10,800	74	76	150	0	148	2			100	100	75
103	German Methodist Orphan Asylum.	0	6,412	26	18	44	0	0	44	19	17	0	40	40
104	Churchman Orphan Asylum*		10,874	52	39	91	0		91	24	67			40
105	General German Protestant Orphan Asylum.	33,000	8,000	43	51	96	0		83	31	30	1	41	26
106	Cleveland Orphan Asylum*	60,000	25,000	114	96			33	36	176		19	197	89
107	Orphan Asylum I. O. E. B.							212						0

* From Report of Commissioner of Education for 1873.

TABLE XXIII.—PART 1.—Statistics of orphan asylums, miscellaneous charities, and industrial schools for 1874, &c.—Continued.

Number.	Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.													Library.		
					Sex.	Race.		Parent- age.	Orphanage.			Instruction: No. taught—				Number of volumes.	Increase in the past year.			
						Male.	Female.		White.	Colored.	Natives.	Foreign.	Orphans.	Half-orphans.	Foundlings.			Reading.	Writing.	Arithmetic.	Drawing.	Music.
I		14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
108	Montgomery County Children's Home.....		\$8,000	\$8,000	63	31	94	0	90	4	50	35	5	30	30	20	28	0	35	35
109	Benezer Orphan Asylum.....	\$40,000	14,628	18,000	60	40	100	0	60	40	36	64	2	91	68	72	17	100	400	
110	Washington County Children's Home.....			18,000	54	30	68	16	80	4	18	48	2	64	40	15			50	
111	Oberlin Orphan Home	0	2,000	2,000	4	2	6	0	5	1	4	1	1	1	1					
112	German Evangelical Lutheran Orphans' Asylum	0	2,308	2,223	28	24	52	0	42	10	22	29	1	35	35	27	8		75	9
113	Protestant Orphans' Home	0	8,446	10,832	27	18	41	4	23	22	8	36	1	27	27	8	27	0	75	0
114	McIntire Children's Home	0	3,000	3,000	21	13	34	0	29	5	4	8	0	25	18	12	12		75	28
115	Protestant Orphan Asylum		30,753	16,917	87	59	146	0						423	73	72	60			
116	St. Joseph's Asylum		6,080	6,000	52	44	96	0	25	71	54	42	0	69	69	69	69		300	53
117	Orphan's Home of the Evangelical Lutheran Church	12,300	9,000	9,340	42	20	62	0	18	44	62	0	0	54	42	0	51		300	0
118	Home for Friendless Children of the City and County of Lancaster	5,000	9,000	9,000	31	32	113	0	93	20	20	93	0	56	56	56	56		113	0
119	Association for the Care of Colored Orphans													71	71	71	71			
120	Bethesda Children's Christian Home		1,888		4	36								30	30	30	30		300	
121	Burd Orphan Asylum of St. Stephen's Church				0	00	00	0			14	46		60	50	50	15			
122	Church Home for Children, (Angora)													83	83	83				
123	Foster Home Association																			
124	Girard College for Orphans		600,000		556		550							550	550	550	550		5,000	
125	Home for Destitute Colored Children	20,300	7,717	6,666	27	14	41	41	41	0				34	24	24	24		375	
126	Jewish Foster Home and Orphan Asylum	8,500	6,809	6,659	21	17	38	0	0	38				38	38	38	4			
127	Northern Home for Friendless Children, and Soldiers' Orphan Insti- tute.*		69,001	69,001	223	109	362	0			22	340		320	250	300	100		300	100
128	Philadelphia Orphan Society				46	44								90	90	90				
129	St. Joseph's Roman-Catholic Orphan Asylum				133	133	0				133			133	70	100				
130	The Southern Home for Destitute Children						All							99						
131	Union Temporary Home for Children													55	55					
132	Western Provident Society and Children's Home	2,477	7,503	7,503	40	45	85	0						85	85	85			0	
133	The Orphans' Home of the Evangelical Lutheran Church																			
134	Home for Friendless Children		62,557	2,677	15	13	28	0	26	1	6	19	0	24	8	6	0		270	32
135	Children's Home for the Borough and County of York*		7,706	8,346	26	34	60		53	7	11	49		56	48	42				
136	The Orphans' Farm School*				43	43	43							43	43	43	43			
137																				

137	Children's Friends' Society*.....	9,514	8,509	48	37	85	41	41	0	5	13	39	13	13	39	.....
138	Providence Association for the Benefit of Colored Children.....	13,434	3,507	17	24	27	41	41	0	20	138	138	13	13	39	.....
139	St. Anthony's Orphan Asylum.....	14,000	14,000	98	60	158	0	1	.....	80	154	.....	80	50	50	400
140	Charleston Orphan Asylum*.....	26,000	26,000	138	122	260	0	.....	.....	80	154	.....	204	204	294	1,770
141	Church Home*.....	.....	.....	1	20	21	.....	.....	.....	1	2	.....	7	7	7	.....
142	Orphans' Home*.....	.....	.....	18	12	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
143	Carolina Orphan Home.....	30,000	2,300	16	3	19	0	19	.....	12	7	.....	16	7	10	13
144	Church Orphans' Home.....	.....	2,500	17	34	51	0	.....	.....	22	10	.....	0	34	18	200
145	Leath Orphan Asylum.....	13,000	3,500	15	18	33	0	31	2	16	14	.....	3	18	12	4
146	Protestant House of Industry*.....	.....	2,500	.....	20	20	.....	.....	.....	26	.....	.....	20	20	20	193
147	Protestant Orphan Asylum*.....	.....	2,100	2	16	18	.....	18	.....	12	5	.....	.....	.....	.....	.....
148	Providence Orphan Asylum.....	1,000	5,752	30	57	85	2	80	7	1	86	.....	87	87	87	150
149	St. Mary's Orphan.....	0	.....	0	45	41	4	22	23	.....	.....	.....	.....	.....	0	0
150	Milwaukee Orphan Asylum.....	0	8,543	24	18	40	2	12	30	8	32	.....	2	40	20	200
151	St. Rose's—for female orphan children.....	0	1,200	0	85	.....	.....	.....	.....	60	25	.....	0	85	85	4
152	Taylor Orphan Asylum*.....	.....	7,900	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
153	St. Clementine's Orphan Asylum.....	.....	6,588	76	0	76	0	60	16	45	31	.....	68	68	58	.....
154	National Home for Destitute Colored Women and Children.....	3,520	5,138	61	38	0	29	29	0	28	68	.....	0	34	14	97
155	St. Joseph's State Orphan Asylum*.....	.....	8,509	80	.....	80	.....	.....	.....	35	43	.....	2	50	50	290
156	Washington City Orphan Asylum*.....	.....	.....	34	43	77	.....	.....	.....	4	19	.....	58	24	44	4

* From Report of the Commissioner of Education for 1873.

TABLE XXIII.—PART 2.—Statistics of soldiers' orphans' homes.

Number.	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of teachers and officers.	Total number of inmates since foundation.
1	2	3	4	5	6	7	8	
1	Soldiers' Orphans' Home	Mansfield, Conn.	1864	1866	A. H. Cox	Undenom'l.	.....	147
2	Union Home and School *	New York, N. Y.	1862	1861	Mrs. E. B. Duil	Protestant	24	3,373
3	Soldiers and Sailors' Orphans' Home *	Xenia, Ohio	1870	1870	Dr. L. D. Griswold	Undenom'l.	34	742
4	Soldiers' Orphan Home	Andersonburg, Pa.	1866	1866	M. Molyer	Undenom'l.	5	163
5	Bridgewater Soldiers' Orphan School.	Bristol, Pa.	1868	1868	James Sitzer	Undenom'l.	12	238
6	St. Paul's Orphan Home *	Bartles, Pa.	1868	1867	Rev. J. B. Thompson	Ref'd German.	5	63
7	White Hall Soldiers' Orphan School.	Camp Hill, Pa.	1866	1866	J. A. Moore, (principal)	Undenom'l.	15	576
8	Soldiers' Orphan School.	Chester Springs, Pa.	1868	1866	Mrs. E. H. Moore	Undenom'l.	16	472
9	Dayton Soldiers' Orphan School.	Dayton, Pa.	1866	1866	Hugh McCandless	Undenom'l.	16	409
10	Harford Soldiers' Orphan School.	Harford, Pa.	1865	1865	H. S. Sweet	Undenom'l.	20	426
11	Pressler Orphan Home *	Loisville, Pa.	1868	1867	Rev. P. Willard, A. M.	Evangel. Luth.	3	173
12	Soldiers' Orphan School *	McAllisterville, Pa.	.....	1864	J. H. Smith	Methodist	17	564
13	Soldiers' Orphan School.	Mansfield, Pa.	.....	1867	Prof. F. A. Allen	Undenom'l.	16	418
14	Soldiers' Orphan School *	Mercer, Pa.	.....	1867	John G. White	Undenom'l.	6	306
15	Lincoln Institution	Philadelphia, Pa.	1866	1866	Edward L. Pearson	Episcopal	6	250
16	Soldiers' Orphans' Institute *	Philadelphia, Pa.	1866	1866	Dr. A. Harschberger	Undenom'l.	12	405
17	Phillipsburg Soldiers' Orphan School *	Phillipsburg, Pa.	1865	1866	Rev. W. G. Taylor	Undenom'l.	19	480
18	Soldiers' Orphan School *	Titusville, Pa.	1867	1867	Gordon S. Perry	Undenom'l.	20	418
19	Dumbar Camp Soldiers' Orphan School.	Near Uniontown, Pa.	1866	1866	Rev. A. H. Waters	Undenom'l.	4	401
20	Soldiers' Orphans' Home *	Madison, Wis.	1866	1866	R. W. Burton	Undenom'l.	7	683
21	National Soldiers' and Sailors' Orphans' Home *	Washington, D. C.	1866	1866	Mrs. Frost, (matron)	Undenom'l.	.....	.....

* From Report of Commissioner of Education for 1873. * a Closed December 15, 1874. All inmates under 14 years of age were sent to their friends. Entitled to State aid until 14 years of age at the rate of \$5 per month.

TABLE XXIII.—PART 2.—*Statistics of soldiers' orphans' homes*—Continued.

Number.	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	1	9	10	11	12	13
1	Soldiers' Orphans' Home.					
2	Union Home and School.*		Must be soldiers' orphans. Must be soldiers' or sailors' children.	Appropriations and contributions.		
3	Soldiers' and Sailors' Orphans' Home.*	2-16.	Must be soldiers' orphans.	State appropriations.		
4	Soldiers' Orphan Home.	8 years old.	Must be soldiers' orphans.	State appropriations and donations.	Sewing and housework.	Places provided if mothers wish it.
5	Bridgewater Soldiers' Orphan School.		Must be soldiers' orphans.	State appropriations.	Agriculture and housework.	
6	St. Paul's Orphan Home.*	3-16.	Must be white.	Appropriations and contributions.	Farming and housework.	Returned to guardians, or trades and professions found for them.
7	White Hall Soldiers' Orphan School.	8-16.		Appropriations.		Returned to guardians.
8	Soldiers' Orphan School.	8 years old.	Must be soldiers' orphans born before 1866.	By the State.	Domestic duties.	
9	Dayton Soldiers' Orphan School.			State appropriations.	Farming and shoemaking, sewing and housework.	
10	Harford Soldiers' Orphan School.	Under 16 years.		State appropriations.	Agriculture and domestic duties.	Returned to mothers, or provided with homes.
11	Pressler Orphan Home.*	Under 14 years.	Must be soldiers' orphans.	Appropriations and contributions.		
12	Soldiers' Orphan School.*	From 7 years.	Must be soldiers' orphans.	Appropriations.	Gardening, farming, sewing, and housework.	
13	Soldiers' Orphan School.	8-16.	Must be soldiers' orphans.	Appropriations.		
14	Soldiers' Orphan School.*	Under 16 years.	Must be soldiers' orphans.	Appropriations.	All pupils employed in stores or at trades.	Boys may remain at the institution after 16 years of age by paying \$3 per week.*
15	Lincoln Institution.	Over 13 years.		Appropriation, contribution, and endowment.		
16	Soldiers' Orphans' Institute*.	8-16.	Must be orphans of Pennsylvania soldiers.	Appropriations.		
17	Phillipsburg Soldiers' Orphan School.*	8-16.	Must be soldiers' orphans.	State appropriations.		
18	Soldiers' Orphan School.*	5-16.	Must be soldiers' orphans.	Appropriations.		
19	Dunbar Camp Soldiers' Orphan School.		Must be soldiers' orphans and destitute.	State appropriation.	Farming, gardening, and domestic duties.	Provided for by mother, guardian, or Grand Army of the Republic.
20	Soldiers' Orphans' Home a.	4-14.		State appropriation.	Farming and shoemaking.	
21	National Soldiers' and Sailors' Orphans' Home.*	6-16.		Congressional appropriation.		

* From Report of Commissioner of Education for 1873.

a Closed December 15, 1874. All inmates under 14 years of age were sent to their friends, until 14 years of age at the rate of \$5 per month.

Entitled to State aid

TABLE XXIII.—PART 2.—Statistics of soldiers' orphans' homes—Concluded.

Number.	Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.										Library.					
					Sex.		Race.		Parentage.		Orphanage.			Instruction: No. taught—				Number of volumes.	Increase in the past year.	
					Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.			Music.
1	1	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
1	Soldiers' Orphans' Home.																			
2	Union Home and School *		\$47,976	\$40,233	134	67	201	0	52	71	59	132		195	195	160	110			
3	Soldiers' and Sailors' Orphans' Home*				400	200	592	8			75	525		550	550	550	550			
4	Soldiers' Orphan Home																			
5	Bridgewater Soldiers' Orphan School.		(a)		50	39	0	89	89	0	19	70	0	89	89	89	89			
6	St. Paul's Orphan Home*		5,000	5,000	29	12	41	0		4	4	31		39	33	30				
7	White Hall Soldiers' Orphan School		(b)		137	76	913	0			213			208	208	208	208			
8	Soldiers' Orphan School.		30,000	30,000	106	57	163	0			4	139		163	163	150	28			
9	Dayton Soldiers' Orphan School.		21,582	21,582	120	95	215		212	3		215		215	215	180	190			
10	Harford Soldiers' Orphan School		11,200	10,000	125	50	175	0	144		16	134		144	144	144	144			
11	Prestor Orphan Home *		25,014		83	68	151	0			33	75	4	170	160	160	100			
12	Soldiers' Orphan School *		(a)		123	163	226	0	151		151			151	151	151	144			
13	Soldiers' Orphan School.		32,000	30,000	175	50	225	0				225		226	226	226	226			
14	Soldiers' Orphan School *				74		74					225		225	225	70	50			
15	Lincoln Institution				140	97	237		229					74	74	74	74	3		
16	Soldiers' Orphans' Institute*		25,000	25,000	85	62	147		35	52				220	220	220	220			
17	Phillipsburg Soldiers' Orphan School		27,346		99	81	178	2	170	10	13	157		147	147	147	147			
18	Soldiers' Orphan School		20,000	20,000	80	57	137					135		135	135	135	135			
19	Dunbar Camp Soldiers' Orphan School																			
20	Soldiers' Orphans' Home *				30	28	58	0				46	0	58	58	52				
21	National Soldiers' and Sailors' Orphans' Home*		15,149	15,108							12									

* From Report of Commissioner of Education for 1873.

c \$175 per child over 10 years of age; \$140 under 10 years of age.

d State appropriation of \$150 per annum for each child over 10 years of age.

e Closed December 15, 1874. All inmates under 14 years of age were sent to their friends. Entitled to State aid until 14 years of age, at the rate of \$5 per month.

f State appropriation of \$150 per annum for each child over 10 years of age; \$125 per annum under 10 years of age.

TABLE XXIII.—PART 3.—Statistics of infant asylums.

Number.	Name.	Location.		Year of incorporation.		Year of organization.		Superintendent.	Religions denomination.	Number of teachers and officers.	Total number of inmates since foundation.
		1	2	3	4	5	6				
1	Chicago Foundlings' Home	Chicago, Ill.	Chicago, Ill.	1872	1872	George E. Shipman, M. D.	Undenom'l.	1,500		6	1,500
2	House of Providence	Detroit, Mich.	Detroit, Mich.	1869	1869	Sister Mary Stella.	R. C.	503		3	503
3	New York Infant Asylum	New York, N. Y.	New York, N. Y.	1865	1865	Miss Annanda M. Judson	Undenom'l.				
4	Nursery and Child's Hospital	New York, N. Y.	New York, N. Y.	1854	1854	Mary A. Du Bois	Undenom'l.				
5	The New York Foundling Asylum Society	New York, N. Y.	New York, N. Y.	1869		Mother Mary Regina	R. C.	5,000			
6	St. Vincent's Home	Philadelphia, Pa.	Philadelphia, Pa.		1835	Sister Mary Joseph	R. C.				
7	Providence Nursery	Providence, R. I.	Providence, R. I.	1872	1869	Mrs. Carruthers	Undenom'l.	150		3	150
8	St. Joseph's Orphan Asylum for Small Female Children	Milwaukee, Wis.	Milwaukee, Wis.			Sister Camilla	R. C.			4	
9	St. Ann's Infant Asylum	Washington, D. C.	Washington, D. C.	1863	1860	Sister Agnes	R. C.				

TABLE XXIII.—PART 3.—*Statistics of infant asylums*—Continued.

Number.	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
1		9	10	11	12	13
1	Chicago Foundlings' Home.....	Under 3 months.		Contributions.....	None.....	Adopted.
2	House of Providence.....	Under 5 years.		Contributions.....		
3	New York Infant Asylum.....	Under 2 years.		Subscriptions, donations, and State.		
4	Nursery and Child's Hospital.....			Appropriations, contributions, and donations.		Provided with homes or adopted.
5	The New York Foundling Asylum Society.....			Contributions and donations.		
6	St. Vincent's Home.....	Under 7 years.		Contributions and appropriations.		Returned to parents or adopted.
7	Providence Nursery.....	Under 5 years.		Private subscription.....		
8	St. Joseph's Orphan Asylum for Small Female Children.			St. Rose's Asylum.....		
9	St. Ann's Infant Asylum.....	Under 5 years.		Charity.....		

TABLE XXIII.—PART 3.—Statistics of infant asylums—Concluded.

Number.	Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.										Instruction: Number taught—					Number of volumes.	Increase in the past Year.	Library.		
					Sex.		Race.		Parentage.		Orphanage.			Reading.	Writing.	Arithmetic.	Drawing.	Music.						
					Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half-orphans.	Foundlings.											
1	Chicago Foundling's Home	0	\$53,771	\$53,771	27	26	40	4	30	15	.....	.....	34	.....	.....	.....	.....	.....	.....	.....	.....	0	0	.....
2	House of Providence	.....	.....	.....	20	25	45	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	New York Infant Asylum	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	Nursery and Child's Hospital	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	The New York Foundling Asylum Society	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	St. Vincent's Home	.....	.....	.....	(307)	5	14	.....	7	7	.....	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	Providence Nursery	0	.....	.....	91	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	St. Joseph's Orphan Asylum for Small Female Children	.....	.....	.....	(57)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	St. Ann's Infant Asylum	.....	.....	.....	20	50	67	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE XXIII.—PART 4.—Statistics of miscellaneous charities.

Number.	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of teachers and officers.	Total number of inmates since foundation.	Conditions of admission.	
									Age.	Other conditions.
1		2	3	4	5	6	7	8	9	10
1	Hebrew Widows and Orphans' Society *	Hartford, Conn.	1864	1864	Jacob Mandelbaum	Jewish				
2	Union for Home Work.	Hartford, Conn.	1871	1871	Mrs. G. L. Sluyter	Undenom'l				
3	Home of the Friendless.	New Haven, Conn.	1866	1866	Mrs. William Hillhouse.	Undenom'l				
4	Appleton Church Home *	Macon, Ga.	1870	1870	Sister Margaret	Episcopal	1	25	2-12	
5	Home for the Friendless	Chicago, Ill.	1859	1859	Mrs. Joel Grant	Undenom'l	10	4	10-18	No conditions.
6	Newsboys and Bootblacks' Association.	Chicago, Ill.	1867	1865	W. B. Billings, gen'l supt.	Undenom'l	4	664	9-20	
7	Boys' Home Association	Baltimore, Md.	1867	1866	John H. Lynch	Protestant	9			
8	Home of the Friendless.	Baltimore, Md.	1856	1856	Mrs. James F. Atkinson.	Undenom'l	3			
9	The Henry Watson Children's Aid Society	Baltimore, Md.	1861	1861	William C. Palmer.	Undenom'l				
10	Home for the Friendless Children of the Eastern Shore of Maryland.	Easton, Md.	1870	1871	Miss Lillie W. Tilly	Prot. Epis.	2	21	3-8	Certificate of health.
11	Doston Asylum and Farm-School for Indigent Boys.	Boston, Mass.	1832	1832	William A. Morse.	Undenom'l	5	1,550	8-12	Good health and not immoral.
12	Home for Friendless Women and Children	Springfield, Mass.	1863	1864	Caroline L. Rice, president.	Undenom'l	3	469	Under 14	Healthy, intelligent, and dependent.
13	State Public School for Dependent Children.	Coldwater, Mich.	1871	1871	Zelotes Truesdel.	Undenom'l	11	193	4-16	
14	Home for the Friendless *	Detroit, Mich.	1862	1862	Mrs. M. Stewart.	Undenom'l	2	3,000	Males, under 10; females, from 5 mos.	
15	Home of Providence	Detroit, Mich.	1853	1853	Sisters of Charity.	R. C.				Aged dependent women.
16	Home of the Friendless, or Old Ladies' Home.	St. Louis, Mo.	1853	1853		Undenom'l		500		Poverty. Any destitute children may be received, but the children of the church have the preference.
17	Mission Free School	St. Louis, Mo.	1863	1854	Mary E. Tucker.	Unitarian.	1		4-10	
18	Orphanage of the Church Charity Foundation of Long Island.	Brooklyn, N. Y.	1851	1850	Sisters Julia and Elizabeth.	Prot. Epis.	4	309		
19	St. Johnland	Long Island, N. Y.	1870	1865	Rev. W. A. Muhlenberg, D.D.	Prot. Epis.		256		
20	Home for Aged Women of the Church of the Holy Communion.	New York, N. Y.			Sister Catherine	Prot. Epis.				
21	Home for the Friendless	New York, N. Y., (32 East Thirtieth st.)	1849	1834	Miss S. C. Wilcox.	Undenom'l		20,000		Destitute and homeless.

	New York, N. Y., (120 West Sixteenth st.)	1851	Mrs. Doremus	Undenom'l			Treatment and dislocation of children of the city of New York.
22	House and School of Industry.						
23	Howard Mission		William D. Clegg	Undenom'l	9		
24	Industrial Home for Women.	1869	Miss M. B. Morgan.	Undenom'l			
25	Ladies' Home Missionary Society of the Methodist-Episcopal Church.	1845	Mrs. Joseph A. Wright.	Meth. Epis.			
26	Ladies' Home Society.	1869	Mrs. D. C. Hays	Episcop.			
27	New York Juvenile Asylum.	1851 1853	Elishe M. Carpenter	Undenom'l	41 17, 772	7-14	
28	New York Society for Relief of the Impaired and Crippled.	1862 1863	James Knight, M. D.	Undenom'l	13	4-14	
29	Presbyterian Home for Aged Women	1866 1856	Mrs. Sheno.	Presbyt'n		65 or over	
30	St. Barnabas Home		Rev. Stephen F. Holmes	Prot. Epis.		No limits	Destitution.
31	St. John's Guild		Rev. Alvah Wiswall	Undenom'l	4		
32	St. Vincent's Home for Boys	1870 1874	Rev. J. C. Demingdale	R. C.	7, 569	Under 21	No conditions.
33	Shelter for Respectable Girls	1872	Sister Catherine	Prot. Epis.			Needing protection and a home.
34	The Sheltering Arms	1864 1864	Rev. F. M. Peters, D. D.	Prot. Epis.	5, 637	2-19	
35	Children's Home*	1853 1854	S. R. Woodruff		6, 791	5-17	
36	Church Home	1869 1866	Miss H. A. Neesley, matron.	Prot. Epis.	4	No limits	
37	The Home of the Good Shepherd	1870 1866	Rev. E. Gay	Prot. Epis.	3, 167	2-16	
38	Industrial Home of the City of Utica.	1871 1871	Mrs. M. W. Passy	Undenom'l			
39	St. Luke's Home, with hospital department.	1869 1869	Rev. Edwin M. Van Deusen, D. D.	Prot. Epis.	6	No limits	
40	City Infirmary for Children*	1852	Arthur Hill	Protestant.	11		Poor and infirm, of any age.
41	The Children's Home	1864 1864	William T. Haycock.	Undenom'l	4	Under 16	Homeless and destitute.
42	Cleveland Children's Aid Society and Home.	1857 1857					
43	Cleveland Industrial School*	1865 1867	Robert Waterton	Protestant.	9		
44	The Home for Friendless Women.	1873	Mrs. Dr. S. H. Bergen	Undenom'l	5, 154		
45	Pittsburg and Allegheny Home for the Friendless*	1869 1860	Mrs. E. J. Noel	Protestant.	7	Boys under 8; girls all ages.	
46	Amwell School Association*	1859 1796	Miss E. S. Loury, secretary.	Friends	3		
47	Bishop Potter Memorial Home.		The Bishop of the Diocese	Prot. Epis.	37		
48	The Home for the Homeless	1870	Mrs. Anna F. Lex	Prot. Epis.			
49	Temporary Home for Destitute Women	1870	Mrs. F. E. Brinot	Undenom'l			
50	Society of the Home for the Friendless.	1871	Mrs. C. H. Dond	Undenom'l		No limits	
51	Church Home for Destitute Ladies of the Episcopal Church.		John F. Chapin	Prot. Epis.	3	No limits	
52	Holy Communion Church Institute		Rev. A. T. Porter	Prot. Epis.	9		Orphanage or desertion of parents.
53	Wheeling Hospital and Orphan Asylum.	1856 1853	Sister M. Stanislaus	R. C.	10	2-10	
54	The Catholic Home						
55	Children's Hospital of Columbia.*	1872 1873	Bishop of the diocese, pres't.	Episcopal	53	No limits	Requiring medical and surgical attention.
56	Church Home of the Epiphany*.	1870 1870	Miss A. C. Macgrigor	Undenom'l	3		
57	St. John's Hospital for Children*.	1871 1870	Miss Juliette Shriver.	Prot. Epis.	4		Sickness and need.

* From Report of Commissioner of Education for 1873. a Since reorganization in 1873. b Since incorporation \$98,000 has been received and \$107,000 expended.

TABLE XXIII.—PART 4.—Statistics of miscellaneous charities.—Continued.

Number.	Name.	How supported.	Industries taught.	Provision for children who have left the institution.	Amount of permanent fund.	Income.	Expenditure.
1		11	12	13	14	15	16
1	Hebrew Widows and Orphans' Society *	Contributions from members.				\$4,928	\$4,928
2	Union for Home Work.....	Contributions, subscriptions, and donations.					
3	Home of the Friendless.....	Voluntary contributions.....				4,086	2,575
4	Appleton Church Home.*.....	Endowment and subscriptions.....				2,000	2,000
5	Home for the Friendless.....	Voluntary charity.....				16,007	15,066
6	Newsboys and Bootblacks' Association.....	Voluntary contributions.....	Caning chairs tailoring, shoe-making, and printing.	Placed in families or schools.	\$0		4,000
7	Boys' Home Association.....	Contributions, and in part self-supporting.			0	10,958	10,950
8	Home of the Friendless.....	Contributions and donations.....	Dress-making, hand and machine sewing.				7,000
9	The Henry Watson Children's Aid Society.....		Housework.....		5,000	1,348	1,273
10	Home for the Friendless Children of the Eastern Shore of Maryland.....	Voluntary contributions.....	Farming.....	None as yet.....			
11	Boston Asylum and Farm-School for Indigent Boys.*.....	Contributions and fund.....		Good homes provided.....	100,000	11,006	12,000
12	Home for Friendless Women and Children.....	Contributions.....	Sewing and housework.....	Placed in homes or at service.....	0	6,515	5,478
13	State Public School for Dependent Children.....	State appropriations.....	Farming, sewing, and housework.....	Indultured.....	0	(0)	
14	Home for the Friendless *.....	Contributions.....				5,276	2,830
15	Home of Providence.....	Contributions and donations.....	Sewing and laundry-work.....	Homes in Roman-Catholic families.			
16	Home of the Friendless, or Old Ladies' Home.....	Endowment and contributions.....				8,000	
17	Mission Free School.....	Contributions by Unitarian Church.....					
18	Orphanage of the Church Charity Foundation of Long Island.....	Contributions of P. E. Church in the diocese of Long Island.	Type-setting, molding, and press-work, sewing and housework.	Placed in homes.			3,000
19	St. Johnland.....	Contributions and donations.....	Type-setting and stereotyping.....				
20	Home for Aged Women of the Church of the Holy Communion.....	Contributions and donations.....					
21	Home for the Friendless, 32 East Third street.....	Donations, subscriptions, bequests, and appropriations.....					
22	Home and School of Industry, 120 West Sixth street.....	Subscriptions and donations.....				64,470	65,546
23	Howard Mission.....	Contributions and donations.....	Hand and machine sewing.....				

24	Industrial Home for Women, 223 East Thirty-first street.	Contributions, subscriptions, and donations.			9, 013	9, 050
25	Ladies' Home Missionary Society of the Methodist-Episcopal Church.	Donations and subscriptions.				
26	Ladies' Home Society.	Donations and subscriptions.				
27	New York Juvenile Asylum.	Appropriations and contributions.	Tailoring, shoe-making, farming, and sewing.	Three-fourths returned to friends; one-fourth sent to homes in Illinois.	0	103, 536
28	New York Society for Relief of the Starved and Crippled.	Appropriations by county, and contributions.	Needle-work.		0	41, 100
29	Presbyterian Home for Aged Women.	Donations and subscriptions.				
30	St. Barnabas House.	Voluntary contributions.				
31	St. John's Guild.	Self-supporting in part, and contributions.	None.		32, 702	32, 016
32	St. Vincent's Home for Boys.	Contributions and donations.	None.		0	6, 034
33	Shelter for Respectable Girls, 332 Sixth avenue.	Voluntary contributions.	Housework, sewing, fancy work.	Returned to parents or friends.		4, 970
34	The Sheltering Arms.	City tax and contributions.	Housework.	Returned to parents or guardians.	3, 500	20, 912
35	Children's Home.*	Subscriptions and donations.	House and farm work, and shoe-making.	Sent to situations or trades.	300	8, 445
36	Church Home.	Voluntary contributions.			0	4, 174
37	The House of the Good Shepherd.	Annual subscriptions and donations.	Sewing.	None.		8, 606
38	Industrial Home of the City of Utica.	Voluntary contributions and board of inmates.			2, 220	3, 926
39	St. Luke's Home, with hospital department.	Appropriations.			7, 000	5, 000
40	City Infirmary for Children.*	Voluntary contributions.			0	10, 000
41	The Children's Home.	City appropriations, subscriptions, and donations.	Sewing, knitting, housework, farming, and gardening.	Placed in country homes.		
42	Cleveland Children's Aid Society and Home.	Appropriations and contributions.		Provided with homes in families.		
43	Cleveland Industrial School*.	Contributions, subscriptions, and donations.	Sewing and housework.			
44	The Home for Friendless Women.	Contributions.			4, 800	4, 700
45	Pittsburg and Allegheny Home for the Friendless.*	Appropriations and contributions.			10, 096	10, 096
46	Almshouse School Association*.	Voluntary contributions.			9, 005	10, 259
47	Bishop Potter Memorial Home.	Voluntary contributions.			1, 500	1, 500
48	The Home for the Homeless.	Contributions and donations.				
49	Temporary Home for Destitute Women.	Contributions, donations, and life-memberships.				897
50	Society of the Home for the Friendless.	Subscriptions.			5, 953	5, 953
51	Church Home for Deshute Ladies of the Episcopal Church.	Contributions and board of inmates.			2, 000	
52	Holy Communion Church Institute.	Charity.	Dressmaking and housework.	Provided with situations as servants, trades-women, or teachers.	0	7, 000
53	Wheeling Hospital and Orphan Asylum.	Voluntary contributions.				874
54	The Cripple Home.	Contributions.				510
55	Children's Hospital of Dissected Columbia.	Charitable contributions.				
56	Church Home of the Epiphany*.					
57	St. John's Hospital for Children*.					

* From Report of Commissioner of Education for 1873.

a Since incorporation \$98,000 has been received and \$107,000 expended.

[illegible]

* From Report of Commissioner of Education for 1873.

TABLE XXIII.—PART 5.—Statistics of industrial schools.

Number.	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of teachers and officers.	Total number of inmates since foundation.
1	2	3	4	5	6	7	8	
1	Industrial School*.	San Francisco, Cal.	1858	1859	George F. Harris.	Undenom'l.	22	1,507
2	Connecticut Training-School for Nurses.	New Haven, Conn.	1873	1873	Miss Townsend.	Undenom'l.	17	17
3	Orphan Girls' Home.	Chicago, Ill.	1874	1874	Mrs. C. W. Haskins	Undenom'l.	7	130
4	St. Joseph's Industrial School for Girls.	Baltimore, Md., (corner Carey and Lexington streets.)	1865	1865	Sister Josepha.	R. C.	9	540
5	Detroit Industrial School.	Detroit, Mich.	1868	1867	Mrs. C. Van Husem, cor. secretary.	Union Evang.	9	2,000
6	Girls' Industrial Home.	St. Louis, Mo.	1855	1854	Mrs. John S. Thomson.	Undenom'l.	10	2,000
7	Brooklyn Industrial School.	Brooklyn, N. Y., (No. 1 Concord street.)	1854	1854	Mrs. Hines.	Undenom'l.	10	2,000
8	Industrial School, or St. Paul's Female Orphan Asylum*.	Brooklyn, N. Y.	1834	1836	Sister M. Constantia.	R. C.	20	1,470
9	Children's Aid Society Industrial Schools.	New York, N. Y., (19 East Fourth street.)	1852	1852	J. W. Skinner.	Undenom'l.	77	30,000
10	Five-Points House of Industry.	New York, N. Y.	1854	1850	William F. Barnard.	Undenom'l.	22	664
11	Industrial School of St. Augustine's Chapel, Trinity Parish.	New York, N. Y., (262 Bowery)	1870	1870	Arthur C. Kimber.	Episcopal.	17	52
12	Industrial School of the Hebrew Orphan Asylum.	New York, N. Y.	1869	1869	S. Arnlheim, principal.	Jewish.	8	18,469
13	Rivington Street Newsboys' Home and Industrial School.	New York, N. Y.	1853	1853	George Childer.	Undenom'l.	19	586
14	St. Joseph's Industrial Home.	New York, N. Y.	1869	1869	Sister Mary Agnes.	R. C.	5	29
15	Training-School for Nurses, Bellevue Hospital.	New York, N. Y.	1872	1872	Miss Bowden.	Undenom'l.	5	29
16	Wilson's Industrial School and Mission*.	New York, N. Y.	1852	1852	Mrs. B. G. Janeway, secretary.	Protestant.	3,099	3,099
17	Women's Educational and Industrial Society Training-School.	New York, N. Y., (47 East Tenth street.)	1873	1873	Mrs. C. L. Hodges.	Undenom'l.	3,099	3,099
18	Boys' Home of Industry.	Rochester, N. Y.	1873	1873	Sister M. Gertrude.	R. C.	6	24
19	Industrial School of Young Ladies, Branch of Woman's Christian Association.	Cincinnati, Ohio.	1870	1870	Mrs. Newcomb and Miss Huff.	Protestant.	6	150
20	Industrial School*.	Cincinnati, Ohio.	1866	1866	Mother M. Scholastica.	R. C.	11	500
21	Industrial Home for Girls*.	Philadelphia, Pa.	1859	1857	Mrs. Reeves.	Protestant.	9	349
22	Industrial School of Immaculate Conception.	West Philadelphia, Pa.	1858	1858	Mother Mary Ignatia.	R. C.	15	600
23	Industrial School.	Charleston, S. C.	1873	1873	Mary P. Bell.	Prot. Epis.	8	27
24	Girls' Industrial Home*.	Knoxville, Tenn.	1840	1842	Mrs. L. S. Richardson, secretary.	Union Evang.	3	363
25	Protestant House of Industry*.	Nashville, Tenn.	1840	1842	Mrs. Glasco.	Protestant.	3	363
26	Industrial Home School.	Georgetown, D. C.	1872	1867	Anton Kochling.	Undenom'l.	3	363

* From Report of Commissioner of Education for 1873.

TABLE XXIII.—PART 5.—*Statistics of industrial schools*—Continued.

Number.	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	1	9	10	11	12	13
1	Industrial School*	Under 18.....		Appropriations by city and county.	Nursing the sick.....	
2	Connecticut Training-School for Nurses	14-20.....	Good health and good moral character.	Contributions and hospital fund.	Housework and sewing.....	Good homes in families.
3	Orphan Girls' Home	12-16.....	Good moral character.....	By the industry of the inmates.	Dress-making, sewing, embroidery, and fancy-work.	Good homes, and employment as dressmakers, seamstresses, or clerks.
4	St. Joseph's Industrial School for Girls	Over 14.....			Housework.....	
5	Detroit Industrial School		No conditions.....	Subscriptions and interest of fund.	Sewing, cutting garments, and housework.	Placed in homes for adoption.
6	Girls' Industrial Home	2-12.....		Collected and occasional festivals or cards.	Sewing.....	
7	Brooklyn Industrial School	Boys, 10 years; girls, 14 years.....		Contributions.....		
8	Industrial School, or St. Paul's Female Orphan Asylum.*	3-15.....		Voluntary contributions	Sewing, dress-making, and crocheting.	None.
9	Children's Aid Society Industrial Schools.....		Poverty and destitution.....	Clarify and school fund.	Tailoring, repairing shoes, type-setting, and sewing.	Returned to parents or provided with homes.
10	Five-Points House of Industry	2½-13.....		Voluntary contributions	Sewing.....	
11	Industrial School of St. Augustine's Chapel, Trinity Parish.		Must attend Sunday-school	Appropriations from vestry of Trinity Church.	Printing, shoemaking, instrumental music.	They receive \$500 besides their savings, and are fitted to earn their living.
12	Industrial School of the Hebrew Orphan Asylum.	14 years old.....	Proficient in elementary education.	Self-supporting.....	Sewing and knitting.....	Permanent homes as servants.
13	13, Rivington Street Newsboys' Home and Industrial School.	7-18.....		Appropriations and contributions.	Washing, sewing, knitting, and housework.	
14	St. Joseph's Industrial Home	Over 3 years.....		Donations.....	Nursing the sick.....	
15	Training-School for Nurses, Bellevue Hospital.	21 years old.....	Good health and good moral character.	Contributions and hospital funds.		
16	Wilson's Industrial School and Mission*.			Contributions and donations.		

* From Report of Commissioner of Education for 1873.

TABLE XXIII.—PART 5.—*Statistics of industrial schools*—Continued.

Number.	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
1		9	10	11	12	13
17	Women's Educational and Industrial Society Training-School.			Contributions.....	Cooking, laundry-work, house-work, phonography, book-keeping, proof-reading, and writing. Farming, canning fruit, &c. Sewing.....	
18	Boys' Home of Industry.....	Under 12.....		Industry of inmates.....		
19	Industrial School of Young Ladies, Branch of Women's Christian Association.			Self-supporting in part, and subscriptions.		
20	Industrial School ²	Under 18.....	Poverty.....	Voluntary contributions		
21	Industrial Home for Girls*.....	Under 18.....	5-21 Good moral character.....	Pension paid for pupils, and work of inmates		
22	Industrial School of Immaculate Conception.				Dress- and shirt-making, embroidery, knitting, fancy-work, and housework. Sewing.....	Returned to friends or provided with situations in stores, &c.
23	Industrial School.....			Contributions.....	Housework and sewing.....	
24	Girls' Industrial Home.....	5-14.....		Industry.....		
25	Protestant Home of Industry ²	8-14.....		Earnings of shop and contributions.	Carpentry, cane-seating, sewing, and housework.	Placed in homes.
26	Industrial Home School.....	6 years old.....				

* From Report of Commissioner of Education for 1873.

TABLE XXIII.—PART 5.—Statistics of industrial schools—Concluded.

Number.	Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.										Library.					
					Sex.		Race.		Percentage.		Orphanage.			Instruction: Number taught—						
					Male.	Female.	White.	Colored.	Natives.	Foreign.	Orphans.	Half-orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.	Music.	Number of volumes.	Increase in the past year.
1	Industrial School*	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
2	Industrial School*				201	57	241	17	96	100	96	69		253	258	258				
3	Connecticut Training-School for Nurses.				0	130	130	0	30	100	100	30	0			130			75	75
4	St. Joseph's Industrial School for Girls.	\$0	\$1,500	\$1,500	0	36	36	0	20	16	39	21		36	36	36	6		110	25
5	Detroit Industrial School	4,075	5,050	3,910	(130)	126	126	4	18	50				130	68	50			100	
6	Girls' Industrial Home	0	4,150	4,150	0	75	76	0	22	53	22	44	0	60	60	45				
7	Brooklyn Industrial School			1,800	40	56								41	23	30				
8	Industrial School, or St. Paul's Female Orphan Asylum.*				0	511	511	0		541	350	191		450	350	450				
9	Children's Aid Society Industrial Schools.	0																	1,000	
10	Plymouth House of Industry	17,100	33,527	34,326	167	163		12			10	50		230	330	232		174	1,000	
11	Industrial School of St. Augustine's Chapel, Trinity Parish.		175	175	1	320	321		80	241										
12	Industrial School of the Hebrew Orphan Asylum.				28	0	28	0	24	4	14	14	0	28	28	28	0	6	100	100
13	Arrington Street Newsboys' Home and Industrial School			11,850	225	150	372	3	94	281	130	20	4	375	320	209	35	240	370	90
14	St. Joseph's Industrial Home.	24,300	26,087	0	198	19	198	0			60	100	0	190	170	170		25	600	
15	Training-School for Nurses, Bellevue Hospital				19									198	198	198		198		
16	Wilson's Industrial School and Mission*	11,839	11,449	(198)																
17	Women's Educational and Industrial Society Training-School.				3,000															
18	Boys' Home of Industry				21	0	21	0	12	9	21			21	21	21				
19	Industrial School of Young Ladies, Branch of Woman's Christian Association.			6,046	40	40	40	0												
20	Industrial School*				60	60	60	0		68	10	40		50	45	42			160	
21	Industrial Home for Girls*		3,056	6,094	27	27	0							27	27	27				
22	Industrial School of Immaculate Conception.				0	60	60	0	20	70	30	40								
23	Industrial School				0	60	60	0						60	60	60			30	
24	Girls' Industrial Home	400	1,772	1,615	0	13	13	0	12	1	1	1	1	20	20	20				
25	Protestant House of Industry*		2,500	2,500	20	20	20	0			20									
26	Industrial Home School.	0	3,598	4,376	14	7	21	0	21		3	18								

* From Report of Commissioner of Education for 1873.

List of orphan asylums, miscellaneous charities, and industrial schools from which no information has been received.

Name.	Location.
PART I.—Orphan asylums.	
Male Orphan Asylum and Industrial School	Mobile, Ala.
Sheltering Arms	Mobile, Ala.
Orphans' Home	Montgomery, Ala.
Protestant Orphan Asylum	Montgomery, Ala.
St. Francis Orphan Asylum for Girls	New Haven, Conn.
Female Orphan Asylum	Wilmington, Del.
Scandinavian Orphan Asylum	Berlin, Ill.
Boys' Asylum, Roman Catholic	Chicago, Ill.
St. Paul's Orphan Asylum	Chicago, Ill.
St. Aloysius Orphan Asylum of St. Boniface Church	Quincy, Ill.
Roman Catholic Asylum	Ft. Wayne, Ind.
Community of the Poor Handmaids of Jesus Christ	Hesse Cassel, Allen County, Ind.
Orphan Asylum	Rensselaer, Ind.
St. Ann's Orphan Asylum	Vincennes, Ind.
St. Vincent's Male Orphan Asylum	Vincennes, Ind.
St. Vincent's Orphan Asylum	Leavenworth, Kans.
German Orphan Asylum	Covington, Ky.
St. John's Orphan Asylum	Covington, Ky.
St. Vincent's Female Orphan Asylum	Louisville, Ky.
Protestant-Episcopal Children's Home	New Orleans, La.
St. Joseph's Orphan Asylum	New Orleans, La.
St. Mary's Orphan Asylum	New Orleans, La.
St. Theresa Female Orphan Asylum	New Orleans, La.
St. Vincent's Home for Boys	New Orleans, La.
The Kelso Home for Orphans of the Methodist-Episcopal Church of Baltimore.	Baltimore, Md.
State Alms-House, (orphans' department)	Hampden County, Mass.
St. Patrick's Orphan Asylum	Lawrence, Mass.
State Alms-House, (orphans' department)	Plymouth County, Mass.
Protestant Orphan Asylum	Detroit, Mich.
St. Joseph's Orphan Asylum	St. Paul, Minn.
Orphan Asylum	Shakopee, Minn.
St. Mary's Orphan Asylum	Natchez, Miss.
Home of Guardian Angel	St. Louis, Mo.
Home of the Good Shepherd	St. Louis, Mo.
Mulanphy Orphan Asylum for Females	St. Louis, Mo.
St. Bridget's Half-Orphan Asylum	St. Louis, Mo.
St. Joseph's Half-Orphan Asylum	St. Louis, Mo.
St. Philomena Orphan Asylum and School	St. Louis, Mo.
Orphan Asylum	Virginia City, Nev.
St. Mary's Orphan Asylum	South Orange, N. J.
Orphan Asylum of the Church of the Holy Trinity	Brooklyn, N. Y.
St. Joseph's Boys' Orphan Asylum	Buffalo, (Lime Stone Hill), N. Y.
St. Mary's Orphan Asylum	Canandaigua, N. Y.
St. Mary's Orphan Asylum	Clifton, Long Island, N. Y.
St. Joseph's Orphan Asylum	Erie, N. Y.
St. Patrick's Orphan Asylum	Newburg, N. Y.
Children's Fold	New York, N. Y.
St. Vincent de Paul's Asylum	New York, N. Y.
Sisters of St. Dominick's Orphan Asylum	New York, N. Y.
County Alms-House, (orphans' department)	Onondaga Hill, N. Y.
St. Joseph's Orphan Asylum, (German)	Rochester, N. Y.
St. Mary's Orphan Asylum	Rondout, N. Y.
St. Mary's Orphan Asylum	Syracuse, N. Y.
German Orphan Asylum	Utica, N. Y.
Orphan Asylum	Oxford, N. C.
Cincinnati Colored Orphan Asylum	Cincinnati, Ohio.
House of Preservation of Children	Cincinnati, Ohio.
St. Aloysius Orphan Asylum	Cincinnati, Ohio.
German Orphan Asylum	Cleveland, Ohio.
St. Joseph's Orphan Asylum	Cleveland, Ohio.
St. Mary's Female Orphan Asylum	Cleveland, Ohio.
St. Joseph and St. Peter's Asylum	Cumminsville, Ohio.
Asylum of Franciscan Sisters	Delphos, Ohio.
Citizen's Hospital and Orphan Asylum	Tiffin, Ohio.
St. Vincent's Orphan Asylum	Toledo, Ohio.
German Catholic Orphan Asylum	Allegheny, Pa.
St. James' Orphan Asylum	Lancaster, Pa.
Emmons Institute	Middletown, Pa.
St. John's Male Orphan Asylum	Philadelphia, Pa.
St. Vincent's Orphan Asylum	Philadelphia, Pa.
Allegheny County Home	Pittsburg, Pa.
St. Paul's Roman-Catholic Asylum	Pittsburg, Pa.
Orphan's Home of the Shepherd of Lambs	Womelsdorf, Pa.
Boys' Orphan Asylum, (Roman Catholic)	Charleston, S. C.
State Orphan Asylum for Colored Children	Charleston, S. C.

List of orphan asylums, miscellaneous charities, industrial schools, &c.—Concluded.

Name.	Location.
Mornwell Orphanage.....	Clinton, S. C.
Palmetto Orphan Asylum.....	Columbia, S. C.
Canfield Colored Orphan Asylum, <i>a</i>	Memphis, Tenn.
St. Peter's Orphan Asylum.....	Memphis, Tenn.
County Asylum, (orphans' department).....	Nashville, Tenn.
Orphan Asylum.....	Burlington, Vt.
St. Mary's Orphan Asylum.....	Norfolk, Va.
St. Joseph's Orphan Asylum.....	Richmond, Va.
St. Joseph's Orphan Asylum.....	Milwaukee, Wis.
St. Vincent's Female Orphan Asylum.....	Washington, D. C.
Cherokee Orphan Asylum.....	Indian Territory.
St. Genovefa Female Orphan Asylum.....	Vancouver, Wash.
St. Vincent's Male Orphan Asylum.....	Vancouver, Wash.
PART II.— <i>Soldiers' orphans' home.</i>	
Soldiers' Orphan Home.....	Normal, Ill.
Soldiers' Orphans' Home.....	Cedar Falls, Iowa.
Soldiers' Orphans' Home.....	Davenport, Iowa.
Soldiers' Orphans' Home.....	Glenwood, Iowa.
Union Orphan Asylum.....	Baltimore, Md.
Soldiers' Orphan School.....	Mount Joy, Pa.
PART III.— <i>Infant asylums.</i>	
Nursery.....	Hartford, Conn.
St. Vincent's Infant Asylum.....	Baltimore, Md.
Massachusetts Infant Asylum.....	Brookline, Mass.
Foundlings' Home.....	Detroit, Mich.
St. Mary's Asylum for Foundlings and Infants.....	Buffalo, N. Y.
Nursery of the Church of the Holy Communion.....	New York, N. Y.
Infants' Nursery and Hospital.....	Randall's Island, N. Y.
Children's Day Home Society, (Tibbit's Mansion).....	Troy, N. Y.
PART IV.— <i>Miscellaneous charities.</i>	
Trinity Church Home.....	New Haven, Conn.
St. Vincent's House of Providence.....	Chicago, Ill.
Home for the Friendless.....	Indianapolis, Ind.
The Home.....	Baltimore, Md.
House of Providence.....	Detroit, Mich.
House of Shelter.....	Detroit, Mich.
Lutheran Orphan Asylum and Hospital.....	Kirkwood, Mo.
House of Shelter.....	Albany, N. Y.
House of the Good Shepherd.....	Brooklyn, N. Y.
Ingleside Home.....	Buffalo, N. Y.
St. Stephen's Home.....	Buffalo, N. Y.
Home for the Friendless.....	Rochester, N. Y.
House of the Good Shepherd.....	Syracuse, N. Y.
St. Joseph's House of Providence.....	Syracuse, N. Y.
Home of the Friendless.....	Cincinnati, Ohio.
Bethel Home.....	Cleveland, Ohio.
Home for Friendless Women.....	Toledo, Ohio.
Church Home.....	Allegheny, Pa.
Home for the Friendless.....	Harrisburg, Pa.
Church Home.....	Pittsburg, Pa.
Home for the Friendless.....	Pittsburg, Pa.
Shelter Home.....	Providence, R. I.
PART V.— <i>Industrial schools.</i>	
St. Elizabeth House of Industry.....	New Orleans, La.
St. Mary's Industrial School for Boys.....	Baltimore, Md.
St. Mary's Industrial School for Boys.....	Boston, Mass.
St. Mary's Industrial School.....	Dedham, Mass.
State Industrial School for Girls.....	Lancaster, Mass.
St. Vincent's Industrial School.....	Newark, N. J.
St. Vincent's Industrial School.....	Albany, N. Y.
Martha Industrial School.....	Buffalo, N. Y.
St. Mary's Industrial School.....	Buffalo, N. Y.
Industrial School of the Sisters of Mercy.....	New York, N. Y.
Trinity Church Industrial School.....	Rondout, N. Y.
St. John's Industrial School.....	Syracuse, N. Y.
Mary Warren Free Institute.....	Troy, N. Y.
Industrial School of Guardian Angels.....	Cincinnati, Ohio.
Home of Industry.....	Allegheny, Pa.
Industrial Home School.....	Washington, D. C.
St. Rose's Industrial School.....	Washington, D. C.

a Now a free school for colored children.

TABLE XXIII.—*Memoranda.*

Name.	Location.	Remarks.
Boys' Home	Baltimore, Md ...	See Boys' Home Association, identical.
Orphans' Home, (German) ..	Baltimore, Md ...	See German Orphan Asylum, identical.
Orphan Asylum.....	Bath, N. Y	See Davenport Institution for Orphan Girls, identical.
Orphans' Home	Brooklyn, N. Y...	See St. Joseph's Orphan Asylum, identical.
Orphan Society for the City of Brooklyn.	Brooklyn, N. Y...	See Orphan Asylum Society for the City of Brooklyn, identical.
Industrial School, Hart's Island.	New York, N. Y..	See Table XXII.
Protestant Half-Orphan Asylum.	New York, N. Y..	See the Society for the Relief of Half-Orphan and Des- titute Children, identical.
Soldiers' Orphan School....	Cassville, Pa	Closed.
Catholic Home for Desti- tute Orphan Girls.	Philadelphia, Pa	See St. Joseph's Roman-Catholic Orphan Asylum, identical.
Union School and Children's Home.	Philadelphia, Pa.	See the Southern Home for Destitute Children, iden- tical.

TABLE XXIV.—Statistics of schools and asylums for feeble-minded children for 1874; from replies to inquiries by the United States Bureau of Education.

Number.	Name.	Location.	Year of foundation.	Superintendent.	Number of instructors and other employes.	Number of inmates.			Total number of inmates since opening.	Income.	Expenditure.
						Male.	Female.	Total.			
1	Concert School for Imbeciles.		2	4	5	6	7	8	9	10	11
2	Illinois Institution for the Education of Feeble-Minded Children.	Lakeville, Conn.	1858	Henry M. Knight, M. D.	12	45	34	79	164	.....	.....
3	Kentucky Institution for the Education of Feeble-Minded Children.	Jacksonville, Ill.	1865	C. T. Wilbur, M. A., M. D.	24	66	37	103	254	\$34,500	\$24,500
4	Private Institution for the Education of Feeble-Minded Youth.	Frankfort, Ky.	1860	E. H. Black, M. D.	14	50	49	99	213	67,500	.....
5	Massachusetts School for Idiot and Feeble-Minded Youth.	Barre, Mass.	1848	George Brown, M. D.	50	52	23	75	106	.....	40,000
6	Hillside School for Backward and Peculiar Children.	Boston, Mass.	1848	Samuel G. Howe, M. D.	16	71	47	118	530	22,669	22,645
7	New York Asylum for Idiots.	Payville, Mass.	1870	Messiah Knight and Green.	7 to 9	5	3	8	14	.....	.....
8	Ohio State Asylum for Idiots.	Syracuse, N. Y.	1851	H. B. Wilbur, M. D.	49	110	89	199	691	41,186	40,962
9	Pennsylvania Training School for Feeble-Minded Children.	Columbus, Ohio	1857	G. A. Dore, M. D.	74	217	143	360	614	70,283	63,433
		Modia, Pa.	1853	Isaac N. Kerlin, M. D.	65	123	101	224	733	59,898	63,594

a Also \$150 per capita allowance by the State.

TABLE XXV.—Statistics of educational benefactions for 1874; from

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES AND COLLEGES.			
University of California	Oakland, Cal.....	James R. Keene.....	San Francisco, Cal..
Pacific Methodist College	Santa Rosa, Cal.....	Various persons	San Francisco, Cal..
California College.....	Vacaville, Cal.....	Isaac Lankershim	Hartford, Conn.....
Trinity College	Hartford, Conn.....	Rev. Abner Jackson, D. D., L. L. D.	
Atlanta University	Atlanta, Ga.....	{ American Missionary As- sociation.	
Mercer University	Macon, Ga.....	{ Peabody educat'l fund. Various persons.....	Jones County, Ga..
Emory College.....	Oxford, Ga.....	E. M. Gray.....	
Hedding College	Abingdon, Ill.....	Various persons	
Shurtleff College	Alton, Ill.....	{ E. Gove.....	Quincy, Ill.....
Illinois Wesleyan University ..	Bloomington, Ill.....	{ D. B. Gale.....	St. Louis, Mo.....
Eureka College	Eureka, Ill.....	Hugh Mehary.....	Lafayette, Ind.....
Illinois College.....	Jacksonville, Ill..	{ from citizens of Eureka; from non-resident friends.	
McKendree College	Lebanon, Ill.....	{ Hon. C. G. Hammond.....	Chicago, Ill.....
Westfield College	Westfield, Ill.....	{ Residents of Illinois	Illinois.....
Wheaton College	Wheaton, Ill.....	{ Asa Eastman	Springfield, Ill.....
Wabash College.....	Crawfordsville, Ind	{ Friends in Southern Illinois	Illinois.....
Franklin College	Franklin, Ind.....	{ Various persons	
Indiana Asbury University	Greencastle, Ind.....	{ Mr. James Graff.....	Cincinnati, Ohio ..
Hanover College	Hanover, Ind.....	Rev. S. Bailey, D. D., (de- ceased.)	
Hartsville University	Hartsville, Ind.....	Thomas Stockwell.....	Lafayette, Ind.....
Northwestern Christian Uni- versity.	Indianapolis, Ind..	{ Isaac Vannuys	Franklin, Ind.....
Union Christian College.....	Merom, Ind.....	{ James Huston	Connersville, Ind ..
Norwegian Luther College.....	Decorah, Iowa.....	Various persons	
Upper Iowa University	Fayette, Iowa.....	Congregations of the Norwegian Lutheran Church in America.	
Iowa College.....	Grinnell, Iowa.....	Various persons in North- eastern Iowa.	
Humboldt College.....	Humboldt, Iowa ..	{ Oliver Ames, Robert Ty- ler, and others.	Massachusetts.....
Simpson Centenary College	Indianola, Iowa.....	{ Mrs. Anna Richmond and Miss C. Richmond.	Rhode Island.....
Cornell College	Mt. Vernon, Iowa ..	Various persons	Iowa.....
Oskaloosa College.....	Oskaloosa, Iowa.....	Various persons	Iowa.....
Penn College	Oskaloosa, Iowa.....	{ Robert Brownlie	Long Grove, Iowa ..
Central University of Iowa	Pella, Iowa.....	{ H. G. McKnabb	Osage, Iowa.....
Western College	Western, Iowa.....	{ Various persons	
University of Kansas	Lawrence, Kans.....	{ J. Neidig and A. Perry ..	Western, Iowa.....
Centre College.....	Danville, Ky.....	{ Ira Lane.....	North Henderson, Ill
St. Mary's College.....	St. Mary's, Ky.....	{ Jacob Shuey.....	Shueyville, Iowa ..
Leland University	New Orleans, La ..	{ Prof. F. H. Snow and others	
		Various persons	
		Various persons	
		Holbrook Chamberlain.....	Brooklyn, N. Y.....
		{ American Baptist Home Mission Society.....	

replies to inquiries by the United States Bureau of Education.

Benefactions.

Total.	Endowment and gen- eral purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholar- ships, and prizes.	To aid indigent stu- dents.	Library and museum.	Object of benefaction and remarks.
5	6	7	8	9	10	11	12
\$5,000						\$5,000	Hanks's collection of minerals, valued at \$5,000.
9,000	20,000						Subscriptions in small amounts.
20,000	20,000						Partly in land, worth \$10,000.
						(a)	For library.
8,202	4,677						
					\$800		
20,000					2,725		
					20,000		For education of students from Jones County, Ga.
8,000	8,000						And building purposes.
3,000		\$3,000					To complete new building.
17,000	12,000						Unconditional bequest.
16,000	5,000						Unconditional bequest.
25,000	10,000	6,000					\$8,000 were for Home for Female Students.
	25,000						\$22,000 to pay entire debt.
10,104		3,904					
		5,200					
6,000	1,000						
7,000	6,000						\$100 subscriptions.
2,361	7,000						
2,400	2,361						Given in small amounts to pay debts.
						2,400	To fill an alcove with books as a memorial of his son.
						(b)	
25,000			\$25,000				For biblical professorship.
3,700	2,700						Unconditional bequest.
8,000	1,000						Unconditional bequest.
150,000	8,000						Secured and paid on indebtedness.
		150,000					For new campus and buildings.
650	650						
18,224	18,224						
2,000			2,000				On condition that \$10,000 be raised in 5 years.
2,413	2,033	350				30	
14,000	14,000						
3,000	3,000						
6,000	6,000						
	5,000						
6,500	1,000						For endowment of Bible department.
	500						
11,000							
50,000	50,000						
6,608							
							6,000 specimens for department of natural his- tory.
1,000	1,000						
cc				\$50			For gold medals.
40,000	25,000						
	15,000						

b 1,000 volumes.

TABLE XXV.—Statistics of educational

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &C.—Continued.			
Western Maryland College	Westminster, Md.	St. John's board of beneficence.	Baltimore, Md.
Boston College.....	Boston, Mass.	Rev. J. Murphy	Lawrence, Mass.
		Rev. M. Bruton	Sandwich, Mass.
		Class of 1874 .....	.....
		Hon. B. R. Curtis.....	.....
		An assistant professor ..	Cambridge, Mass.
Harvard University	Cambridge, Mass.	Trustees of the Arnold fund.	.....
		Trustees of Society for Promoting Agriculture.	.....
		J. W. P. Abbot	Westford, Mass.
		Anonymous .....	.....
		Trustees of class subscription fund.	.....
		Mr. George Wales .....	.....
		Executors of Charles Sumner's will.	.....
		Anonymous, (through Prof. Gray.)	.....
		Edward S. Rand .....	.....
		Nathaniel J. Bradlee.....	.....
		Dr. Edward Wigglesworth	.....
		Ex-President Hill .....	.....
		Dr. Calvin Ellis.....	.....
		Mr. George B. Emerson..	.....
		Dr. John Spare	New Bedford, Mass.
Tufts College.....	Medford, Mass.	Rev. Oliver C. Everett..	.....
		Francis G. Shaw.....	Staten Island, N. Y.
		Amos Whitney	Lowell, Mass.
		N. C. Munson	Boston, Mass.
Williams College	Williamstown, Mass.	Hon. Homer Bartlett, (deceased.)	.....
Adrian College.....	Adrian, Mich.	Joseph J. Ames	Rushville, Ind.
Kalamazoo College.....	Kalamazoo, Mich.	Rev. T. W. Merrill	Lansing, Mich.
		A friend	Boston, Mass.
		R. J. Dodge	New York, N. Y.
		S. E. Hart	Adrian, Mich.
		Philo Parsons	Detroit, Mich.
		Rev. Z. Eddy, D. D.	Detroit, Mich.
		J. E. Scripps	Detroit, Mich.
		Frederick Buhl	Detroit, Mich.
		Allan Sheldon	Detroit, Mich.
		Elisha Taylor	Detroit, Mich.
		Newell Avery	Detroit, Mich.
		Ransom Goodspeed	Middleville, Mich.
		P. H. Whitford	Galesburg, Mich.
		F. B. Wallin	Saugatuck, Mich.
		R. W. Griswold	Vermontville, Mich.
		Mrs. J. A. Sanborn	Port Huron, Mich.
		Henry J. Martin	Vermontville, Mich.
		Nehemiah Hobart	Olivet, Mich.
		Rev. E. G. Chadlock	Union City, Mich.
		Prof. O. Hosford	Olivet, Mich.
Olivet College.....	Olivet, Mich.	Rev. J. S. Kidder	Allegan, Mich.
		Eliel Ingersoll	Delta, Mich.

<div style="text-align:center;">Benefactions.</div>						
Total.	Endowment and general purposes,	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, prizes.	To aid indigent students.	Library and museum.
5	6	7	8	9	10	11
\$1,000						
} 175 {				\$100 59 25		{ For premiums.
					\$500	For purchase of books for the library of the law school.
		\$500				For improvements and repairs in recitation rooms.
		2,375				For the use of the arboretum.
		3,000				\$1,500 to laboratory of the Bussey Institution; \$1,500 to the Botanic Garden.
	\$2,000					To accumulate on certain conditions until it shall become \$100,000.
	50,000	1,000				For the Botanic Garden.
64,875 {				1,000		200 To purchase books. The nucleus of a fund for an annual prize essay on "Peace among nations."
						500 For the herbarium.
		150				Subscriptions for the organ in Appleton Chapel.
		3,500				Subscription to the fire relief fund.
						Subscription to the fire relief fund.
						Collection of models of skin-diseases and the cases containing them, for the medical school.
						Instrument for projecting the motions of the moon.
						Ten microscopes to be lent to medical students.
						For the Bussey Institution, a large collection of specimens of woods.
						Three models of warped surfaces and a manuscript treatise on "Thread geometry."
						Portrait of Chas. Sumner, by Wellman Morrison.
						Portrait of Col. R. G. Shaw, by Page.
30,500 {	30,000					Unconditional bequest.
4,300				4,300		For scientific books.
						For scholarship.
20,000	20,000					For instruction in theology.
11,000				\$11000		To endow professorship and scholarship.
		250				For philosophical apparatus.
		250				
		100				
		100				
		100				
		100				
		100				
		1,000				
		500				
		100				
	5,000					
	100					
	100					
	100					
	100					
12,383 {	200					
	100					
	100					
	334					
	100					
	100					

TABLE XXV.—Statistics of educational

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Continued.			
		S. D. Lathrop.....	Richmond, Mich.....
		William B. Palmer.....	Olivet, Mich.....
		James H. Martin.....	Grand Rapids, Mich.....
		Rev. D. N. Bordwell.....	Olivet, Mich.....
		J. W. Carr.....	Grand Rapids, Mich.....
		George W. Keyes.....	Olivet, Mich.....
		Mrs. Cleveland Ellis.....	Battle Creek, Mich.....
		Henry Heydenburk.....	Olivet, Mich.....
		B. C. Hardwick.....	Quincy, Mass.....
		Various persons.....	Michigan.....
Carleton College.....	Northfield, Minn.....		
Mississippi College.....	Clinton, Miss.....	Various persons.....	
McGee College.....	College Mound, Mo.....	Various persons.....	Missouri.....
Central College.....	Fayette, Mo.....	Mr. Nathan Coleman.....	St. Louis, Mo.....
Lewis College.....	Glasgow, Mo.....	James W. Lewis.....	Glasgow, Mo.....
		Rev. C. L. Goodell.....	St. Louis, Mo.....
Thayer College.....	Kidder, Mo.....	Mrs. M. S. Forbes.....	St. Louis, Mo.....
		Other persons.....	
William Jewell College.....	Liberty, Mo.....		
Drury College.....	Springfield, Mo.....	S. F. Drury.....	Olivet, Mich.....
		Various persons.....	
		Thomas Doane.....	Charlestown, Mass.....
		Samuel Perry.....	Worcester, Mass.....
Doane College.....	Crete, Nebr.....	D. B. Perry.....	Worcester, Mass.....
		Albert Curtis.....	Worcester, Mass.....
		Other friends.....	Worcester, Mass.....
		Various persons.....	Nebraska.....
Nebraska College.....	Nebraska City, Neb.....	Various persons.....	
		Jermiah Kingman.....	Barrington, N. H.....
		Hon. Joel Parker.....	Cambridge, Mass.....
Dartmouth College.....	Hanover, N. H.....	Hon. Jonathan E. Sargent.....	Concord, N. H.....
		Dr. Edmund R. Peaslee.....	New York, N. Y.....
		Joseph P. Brooks, (dec'd).....	Chicago, Ill.....
College of New Jersey.....	Princeton, N. J.....	John C. Green, John J. Blair, Philip Van Rensselaer, and others.....	
St. Stephen's College.....	Annandale, N. Y.....	Various persons.....	
Well's College.....	Aurora, N. Y.....	Hon. E. B. Morgan.....	Aurora, N. Y.....
		John Craig.....	Rochester, N. Y.....
St. Lawrence University.....	Canton, N. Y.....	Alviriza Hayward.....	San Francisco, Cal.....
		Various persons.....	
Hamilton College.....	Clinton, N. Y.....	Hon. Gerrit Smith, Mrs. Childs, Mrs. Sarah E. Baird, and others.....	
		George Merritt.....	
Hobart College.....	Geneva, N. Y.....	Several friends.....	
Madison University.....	Hamilton, N. Y.....	James B. Colgate.....	New York.....
University of Rochester.....	Rochester, N. Y.....	John B. Trevor, esq.....	New York.....
Union College.....	Schenectady, N. Y.....	Johnston Livingston.....	Tivoli, N. Y.....
		Philo Remington.....	Ilion, N. Y.....
Syracuse University.....	Syracuse, N. Y.....	Sophronia Moorehouse.....	Liverpool, N. Y.....
Davidson College.....	Davidson College, N. C.....	Many friends.....	
Trinity College.....	Trinity, N. C.....		
Wake Forest College.....	Wake Forest, N. C.....	A Baptist association in North Carolina.....	
Buchtel College.....	Akron, Ohio.....		
German Wallace College.....	Berea, Ohio.....	F. Fisher.....	Chicago, Ill.....
		Mr. Kemper.....	Putnam Co., Ohio.....
Mt. St. Mary's of the West.....	Cincinnati, Ohio.....	Rev. Mr. Menke.....	Cincinnati, Ohio.....
		Mrs. Keeshan.....	Cincinnati, Ohio.....
Kenyon College.....	Gambier, Ohio.....	Three persons.....	
Denison University.....	Granville, Ohio.....		

benefactions for 1874, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
	\$100						
	500						
	100						
	100						
	100						
	250						
	100						
	100						
	130						
	1,560						For permanent fund of ladies' department.
\$1,510							\$171 for permanent fund of ladies' department.
10,000	10,000						
10,000	10,000						To pay indebtedness.
6,000		\$6,000					For president's house.
1,500	1,000	500					For salaries and philosophical apparatus.
1,000	525						
1,000	50						
1,000	425						
53,167	1,000						
	25,000						
	28,167						Partly in land.
	10,000						
	4,000						
26,000	1,000						
	1,000						
	4,000						
	6,000						
800	800						
14,000				\$10,000			
				1,000			
				1,000			To found one scholarship for each county in New Hampshire.
				1,000			
60,000	60,000			1,000			
							To supplement endowment of school of science, library, professorships, &c.
8,500	8,500						
100,000	100,000						For endowment of president's chair and general purposes.
57,616	25,000						
	30,000						
22,000	2,616						
	22,000						
6,510	5,000						
	1,510						
70,000	70,000						For investment to pay faculty.
10,000	10,000						
1,000				\$1,000			
103,000	75,000						
	25,000						
10,000	10,000						
3,000		3,000					
600	600						
40,000			40,000				
1,000	1,000						
	2,500						
4,300	1,700						
	100						
3,000			3,000				For McIlvaine professorship of English.
500				500			For a scholarship.

TABLE XXV.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &C.—Continued.			
Western Reserve College	Hudson, Ohio	James Root	Hartford, Conn
Marietta College	Marietta, Ohio	Various persons .....	.....
Muskingum College	New Concord, Ohio .....	.....	.....
Wittenberg College	Springfield, Ohio	Rev. Mr. Wolf, (deceased)	Indiana
Heidelberg College	Tiffin, Ohio .....	.....	.....
Urbana University	Urbana, Ohio	Many persons .....	.....
Ottarbein University	Westerville, Ohio	Various persons .....	.....
Geneva College	West Geneva, Ohio .....	.....	.....
Antioch College	Yellow Springs, Ohio	Mrs. Sarah F. King, (deceased.)	Taunton, Mass.
Christian College	Moumouth, Oreg.	Various persons .....	.....
Philomath College	Philomath, Oreg.	{ Rev. N. W. Allen	Philomath, Oreg.
.....	.....	{ James Edwards	Monroe, Oreg.
.....	.....	{ Various persons .....	.....
Muhlenberg College	Allentown, Pa.	I. W. Grubb, esq.	Allentown, Pa.
Lebanon Valley College	Annaville, Pa.	Members of the board of trustees. ....	.....
.....	.....	John Welles Hollenback ..	Wilkesbarre, Pa.
Lafayette College	Easton, Pa. ....	.....	.....
Ursinus College	Freeland, Pa. ....	.....	.....
Pennsylvania College	Gettysburg, Pa.	Various persons .....	.....
Haverford College	Haverford College Post-office, Pa.	Jesse George, deceased .....	.....
University at Lewisburg	Lewisburg, Pa. ....	.....	Philadelphia, Pa.
Allegheny College	Meadville, Pa.	{ J. W. Howe, deceased	Meadville, Pa.
.....	.....	{ G. B. Wustling	Mount Alto, Pa.
.....	.....	{ Messrs Levi and Daniel Miller.	Pine Grove, Pa.
Mercersburg College	Mercersburg, Pa.	{ Lewis Markell, esq.	Frederick, Md.
.....	.....	{ Several persons .....	.....
Palatinate College	Myerstown, Pa. ....	.....	.....
Western University of Pennsylvania.	Pittsburg, Pa.	R. C. Schmertz, William Shaw, and Rev. W. D. Howard, D. D.	Pittsburg, Pa.
Swarthmore College	Swarthmore, Pa. ....	.....	.....
Waynesburg College	Waynesburg, Pa. ....	.....	.....
Brown University	Providence, R. I. ....	.....	.....
Erskine College	Due West, S. C.	John W. Hearst, M. D.	Abbeville, S. C.
East Tennessee Wesleyan University.	Athens, Tenn.	Various persons .....	.....
Stewart College	Clarksville, Tenn. ....	.....	.....
Greeneville and Tusculum Col'go	Greeneville, Tenn.	Many persons .....	.....
Maryville College	Maryville, Tenn. ....	.....	.....
Christian Brothers' College	Memphis, Tenn.	Citizens .....	.....
Central Tennessee College	Nashville, Tenn.	Freedman's Aid Society ..	.....
Fisk University	Nashville, Tenn.	Jubilee Singers .....	.....
Vanderbilt University	Nashville, Tenn.	Cornelius Vanderbilt	New York, N. Y.
.....	.....	{ Maj. W. J. Clark	Dallas, Tex.
Texas University	Georgetown, Tex.	{ Maj. J. A. Henry	Mexia, Tex.
.....	.....	{ Hon. J. D. Giddings	Brenham, Tex.
Austin College	Austin, Tex.	Various persons	Texas.
Wiley University	Marshall, Tex. ....	.....	.....
Trinity University	Tehuacana, Tex. ....	.....	.....
Middlebury College	Middlebury, Vt.	A friend	Boston, Mass.
Randolph Macon College	Ashland, Va. ....	.....	.....
.....	.....	{ Various persons .....	.....
University of Virginia	Near Charlottesville, Va.	{ H. S. Noble, esq.	Trenton, N. J.
.....	.....	{ Holston Salt and Plaster Company. ....	.....
.....	.....	{ Cornwall & Brother	Louisville, Ky.
Roanoke College	Salem, Va.	Capt. Julius E. Ralt	Cleveland, Tenn.

benefactions for 1874, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and gen- eral purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholar- ships, and prizes.	To aid indigent stu- dents.	Library and museum.	
5	6	7	8	9	10	11	12
\$7,000	\$7,000						
13,700	13,700						
12,000		\$12,000					
5,000							For the education of young men for the ministry.
5,000				\$5,000			
5,000	5,000						Partly for building purposes.
16,000	16,000						
1,200							
20,000	20,000						
5,000		5,000					
}	445	100					
		200					
		145					
1,000	1,000						
20,000	20,000						On condition that \$100,000 be raised.
30,000			\$30,000				To endow a professorship of mathematics.
4,300							
17,000	17,000						
5,000	5,000						
6,000	6,000						
5,000	5,000						
}	4,200	3,000					
		750					
		500					
		950					
1,500	1,500						To pay debt on property.
1,850	1,750	100					
22,000	22,000						
15,000	14,900			100			For endowment and building and to establish a prize for reading.
30,225							
15,000	15,000						
300	300						
75,000	75,000						To secure the location of the Southwestern Presbyterian University.
3,000		3,000					
3,000		3,000					
2,300	2,300						
3,500	3,500						
50,000		50,000					To build Jubilee Hall.
100,000		100,000					
}	12,000	12,000					In land. The income to be used to pay salaries.
		5,000					
		7,000					
6,000	6,000						
500							
8,000		(8,000)					Partly for the endowment of a chair of biblical literature, and partly for building purposes.
							Books for library.
							Zinc ores and other minerals.
							Rock-salt from Southwestern Virginia.
							Candles (for altar use, &c.) and soap.
2,000							

TABLE XXV.—Statistics of educational

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Concluded.			
West Virginia College	Flemington, W. Va.	{ Edward Bunall, (deceased) Many persons. Friends	Beloit, Wis.
Beloit College	Beloit, Wis.		
Milton College	Milton, Wis.		
Ripon College	Ripon, Wis.		
Northwestern University	Watertown, Wis.		
Georgetown College	Georgetown, D. C.	R. T. Merriek	
SCHOOLS OF SCIENCE, (<i>mining, engineering, agriculture, &c.</i>)			
Georgia State College of Agriculture and Mechanic Arts.	Athens, Ga.		
North Georgia Agricultural and Mechanical College.	Dalton, Ga.	Several persons.	
Purdue University	Lafayette, Ind.	Martin L. Peirce	Lafayette, Ind.
Terre Haute School of Industrial Science.	Terre Haute, Ind.	Chauncy Rose	
Maine State College of Agriculture and Mechanic Arts.	Orono, Me.	Hon. Abner Coburn	Skowhegan, Me.
Maryland Agricultural College.	Prince George County, Md.	Dr. William N. Mercer	New Orleans, La.
Agricultural and mechanical department of Alcorn University.	Rodney, Miss.	Smithsonian Institution ..	Washington, D. C.
New Hampshire College of Agriculture and the Mechanic Arts.	Hanover, N. H.	Hon. John Conant	Jaffrey, N. H.
John C. Green School of Science	Princeton, N. J.	John C. Green	New York, N. Y.
Ohio Agricultural and Mechanical College.	Columbus, Ohio	William S. Sullivant	Columbus, Ohio
Toledo University of Arts and Trades.	Toledo, Ohio	{ Hon. Jessup W. Scott .. William Raymond .. Mrs. Susan Scott ..	Toledo, Ohio Toledo, Ohio Toledo, Ohio
Hampton Normal and Agricultural Institution.	Hampton, Va.	Various persons	
Virginia Military Institute	Lexington, Va.	{ General P. St. G. Cocke .. Mrs. E. L. Clayton .. Dr. W. N. Mercer ..	Virginia Virginia Louisiana
SCHOOLS OF THEOLOGY.			
Baptist Union Theological Seminary.	Chicago, Ill.	Various persons	
Chicago Theological Seminary ..	Chicago, Ill.	{ J. W. Scoville .. Rev. W. W. Patton .. Spencer Warner and wife C. B. Dean, Rev. E. M. Williams, and others.	Chicago, Ill. Chicago, Ill. Chicago, Ill.
Presbyterian Theological Seminary of the Northwest.	Chicago, Ill.	Various persons	
Swedish Lutheran Mission Institute.	Keokuk, Iowa	{ Rev. F. W. Conrad, D. D.. John H. Eyesman and others.	Philadelphia, Pa. Easton, Pa.
Bangor Theological Seminary ..	Bangor, Me.	Various persons	
Woodstock College	Woodstock, Md.	{ Benjamin T. Reed .. Robert M. Mason .. Amos A. Lawrence .. Rev. J. S. C. Greene ..	Boston, Mass. Boston, Mass. Boston, Mass.
Episcopal Theological School ..	Cambridge, Mass.		
Jeremiah Vardeman School of Theology.	Liberty, Mo.		

benefactions for 1874, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and gen- eral purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholar- ships, and prizes.	To aid indigent stu- dents.	Library and museum.	
5	6	7	8	9	10	11	12
\$200	\$200						To diminish the debt.
2,000	500						
776	1,500						
5,000	776				\$5,000		To aid female students.
5,000							
900				\$900			Given to one of the literary societies to endow a medal for excellence in debating.
25,000		\$25,000					For laboratory building.
2,000	2,000						
5,000		5,000					To beautify college grounds.
206,000		206,000					Including value of 10 acres of land on which to erect buildings.
500						\$500	Also books, minerals, and specimens in natural history.
1,000							Also a portrait of Charles Carroll of Carrollton.
							74 mineralogical specimens.
3,000		3,000					To discharge debt incurred for additional land for experimental farm.
30,600		30,600					To complete building and buy apparatus. Botanical library, (rare and expensive works.)
107,590	2,500						To establish the university.
	20,000						
	15,000						
	60,000						
61,234	24,827	21,076		11,416	3,835		
40,000	20,000						For agricultural and scientific education.
	5,000						
	15,000						
40,000	40,000						
9,450	2,500						For treasurer's salary.
	200			3,000			
	3,750						
6,000	6,000						
1,200	1,200						
2,000	2,000						
40,000							
270,000	100,000	75,000				30,000	For chapel.
		55,000					\$35,000 for dormitory.
3,000	3,000					10,000	For books.

TABLE XXV.—Statistics of educational

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name	Residence.
1	2	3	4
THEOLOGICAL SCHOOLS—Concl.			
The German Theological School of Newark.	Bloomfield, N. J. . .	Churches and individuals of the denomination.	-----
Theological Seminary of the Reformed Church in America.	New Brunswick, N. J. }	Jacob H. Ten Eyck	Albany, N. Y.
		Nicholas F. Vedder	Utica, N. Y.
		Gardner A. Sage	New York, N. Y.
		Caroline Herriman	Brooklyn, N. Y.
Theological Seminary of the Presbyterian Church.	Princeton, N. J. }	Catherine G. Visscher	-----
		R. L. and A. Stuart.	New York, N. Y.
Auburn Theological Seminary.	Auburn, N. Y. }	John C. Green	New York, N. Y.
		James Lenox	New York, N. Y.
German Martin Luther College.	Buffalo, N. Y. }	Hon. E. B. Morgan	Aurora, N. Y.
		Various persons	-----
Theological department of St. Lawrence University.	Canton, N. Y. }	Lutheran congregations	New York and Wisconsin.
		A. C. Moore	Buffalo, N. Y.
		John Craig	Rochester, N. Y.
		Mrs. Mary Cook	Pompey, N. Y.
Hamilton Theological Seminary.	Hamilton, N. Y. }	L. A. Goodno	Watertown, N. Y.
		C. W. Tomlinson	Hudson, N. Y.
Newburg Theological Seminary.	Newburg, N. Y. . .	-----	-----
General Theological Seminary of the P. E. Church in the United States.	New York, N. Y. }	Various congregations	-----
		George Merritt, esq.	Tarrytown, N. Y.
Union Theological Seminary.	New York, N. Y. }	Various persons	-----
		James Brown	New York, N. Y.
Shaw University.	Raleigh, N. C. . .	J. Estey & Co., (and others)	Brattleboro', Vt.
St. Mary's Ecclesiastical Sem'y.	Cleveland, Ohio . .	-----	-----
Union Biblical Seminary.	Dayton, Ohio. . . .	John Kemp	Dayton, Ohio
		James Hammond	Illinois
		J. Umbenbower	Ohio
		Rev. D. C. Kumlcr	Ohio
		Unknown friend	-----
		A. Funkhouser	Virginia
Heidelberg Theological Seminary.	Tiffin, Ohio	Rev. M. S. Drury	Iowa
		Various persons	-----
		Rev. B. F. Schwenk	Chambersburg, Pa.
Allegheny Theological Seminary.	Allegheny, Pa. . . .	Mrs. James Rodgers	Allegheny, Pa.
		First U. P. Synod of the West.	-----
		United Presbyterian Synod.	Pittsburg, Pa.
Moravian College and Theological Seminary.	Bethlehem, Pa. . . .	Moravian Church	North Carolina
		Moravian Churches	Northern States
Theological Seminary of the Evangelical Lutheran Church.	Gettysburg, Pa. . . .	Rev. Francis Wollc	-----
		Charles A. Morris	York, Pa.
Theological Seminary of the Reformed Church.	Lancaster, Pa. . . .	Mary Morrison	Montour County, Pa.
Missionary Institute	Selinsgrove, Pa. . .	Various persons	-----
Southern Baptist Theological Seminary.	Greenville, S. C. . .	Members of the Baptist denomination.	Southern and South-western States.
Nashville Institute	Nashville, Tenn. . .	Various persons	Mass. and R. I.
Protestant Episcopal Theological Seminary.	Fairfax County, Va. }	W. W. Coreoran	-----
		S. G. Wyman and others }	Washington, D. C.
Union Theological Seminary	Hampton Sidney, Va. .	Various persons	-----
Wayland Seminary	Washington, D. C. .	Various persons	-----

α For beneficiaries and

benefactions for 1874, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$5,000	\$5,000						
53,100	10,000						For annual lecture on "Present aspects of modern infidelity."
	10,000						
		\$30,000					
36,000	3,000						For Gardner A. Sage Library building.
	100						
		20,000					
83,426		7,000					For residence for a professor and grounds for a new building for lecture-rooms.
	3,000						
		75,000					
1,000	8,426						For renovation of chapel.
	1,000						
52,075	25,000						For new seminary building.
	25,000						
	1,000						
25,072	1,000						
	75						
9,443	25,000						For professors' salaries.
	25,000						
	1,000						
300,000	1,000						
	7,000						
	8,000						
21,050		10,000					Lots for building.
	2,250						
	1,000						
1,500	1,000						
	500						
	500						
341	4,800						Books valued at \$1,000.
	1,000					\$500	
3,459	121						
	220						
1,000					\$1,000		Also \$3,000 on death of party having life interest.
					1,950		
	500						
413	1,000						
	413						
100,000		450					For dwelling-houses for married students and to aid students.
10,000							
	10,000						
1,250					1,250		
10,000		10,000					

current expenses.

TABLE XXV.—Statistics of educational

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
SCHOOLS OF MEDICINE.			
Medical department of University of California.	San Francisco, Cal.		
College of Physicians and Surgeons.	Indianapolis, Ind.	Mrs. Catharine Bobbs.	
Boston University School of Medicine.	Boston, Mass.	Citizens of Boston and vicinity.	
St. Louis Medical College.	St. Louis, Mo.	Mrs. Charles A. Pope and son.	
Eclectic Medical College of the City of New York.	New York, N. Y.	{ B. Brandeth, M. D. } { Dr. Lewis, Dr. H. Boskinsty, and others. }	Sing Sing, N. Y.
New York Free Medical College for Women.	New York, N. Y.	Various persons.	
Pennsylvania College of Dental Surgery.	Philadelphia, Pa.	Charles Hamilton, (deceased.)	Philadelphia, Pa.
Philadelphia College of Pharmacy.	Philadelphia, Pa.	{ Peter Williamson. } { Wm. Proctor, (deceased) }	Philadelphia, Pa.
Woman's Medical College of Pennsylvania.	Philadelphia, Pa.		
Texas Medical College.	Galveston, Tex.	G. Torgerson, M. D., (deceased.)	
INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.			
College Temple.	Newnan, Ga.	Hon. Henry R. Harris, M. C.	
Southern Masonic Female College.	Covington, Ga.	Friends in	Atlanta and Cincinnati.
Rockford Seminary.	Rockford, Ill.	John S. Jennings.	Greencastle, Ind.
The Female College of Indiana.	Greencastle, Ind.	Various persons.	
Logan Female College.	Russellville, Ky.		
Maine Wesleyan Seminary and Female College.	Kent's Hill, Me.	{ S. R. Bearce, (deceased.) .. } { Mrs. Robinson, (dec'd) .. }	Lewiston, Me. Augusta, Me.
Baltimore Female College.	Baltimore, Md.	George W. Childs.	Philadelphia, Pa.
Wheaton Female Seminary.	Norton, Mass.	Mrs. E. B. Wheaton.	Norton, Mass.
Mt. Holyoke Female Seminary.	South Hadley, Mass.		
Michigan Female Seminary.	Kalamazoo, Mich.	Trustees and residents of Kalamazoo.	
Central Female Institute.	Clinton, Miss.	Dr. R. Kells.	Jackson, Miss.
Independence Female College.	Independence, Mo.	William Chrisman.	Independence, Mo.
Lindenwood College for Young Ladies.	St. Charles, Mo.		
Tilden Ladies' Seminary.	W. Lebanon, N. H.	Sons of William Tilden .. Prof. D. G. Eaton	New York, N. Y. Brooklyn, N. Y.
Packer Collegiate Institute.	Brooklyn, N. Y.		
		Various persons.	
St. Clare's Academy.	Buffalo, N. Y.	Pastor of St. Patrick's ch.	Buffalo, N. Y.
St. Joseph's Academy.	Lockport, N. Y.	Charles Van Lint.	
Cincinnati Wesleyan College.	Cincinnati, Ohio.	Various persons.	
Ohio Wesleyan Female College.	Delaware, Ohio.		Toledo and Delaware, Ohio.
University Female Institute.	Lewisburg, Pa.	Park H. Cassady.	Philadelphia, Pa.
Columbia Female College.	Columbia, S. C.		
Fairmount College.	Sewanee Mt., Tenn.		
Chappell Hill Female College.	Chapel Hill, Tex.	Citizens of Chapel Hill.	Texas.
Milwaukee Female College.	Milwaukee, Wis.	Citizens.	Milwaukee, Wis.

Benefactions for 1874, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$3,000							Specimens and apparatus.
11,000	\$1,000		\$10000				To endow chair of surgery.
15,000	15,000						
1,281							Books, instruments, and pathological museum, valued at \$1,281.
7,000		\$5,000					} For college building.
2,500	2,500	2,000					
500		500					To assist in erecting a college building.
1,000				\$500	\$500		
3,150		3,150					For new building.
100		100					For chemical apparatus.
250		250					Valuable collection of minerals.
5,000	5,000						For melodeon and carpets.
100,000	(100,000)						For building and endowment.
3,000		3,000					
16,000	15,000					\$1,000	
2,500							A telescope.
3,000						3,000	To increase fund for a natural history and art-museum.
20,000	20,000						For liquidation of debt and enlargement.
120						120	Books for library, worth \$120.
600		600					For chapel.
1,500							
5,000						5,000	For library and apparatus.
							182 photographic views, 77 photographs of celebrated paintings and statuary, 85 specimens of mosaics, fossils, &c., and 224 gold, silver, and copper coins.
500				500			Curiosities for museum.
2,000	2,000						For free scholarship.
60,000	60,000						To pay some debts.
2,300	2,300						Debt provided for by friends assuming it.
							To pay indebtedness.
1,000	1,000						
2,000	2,000						To liquidate old debt.
50		50					For stained-glass window for chapel.
1,000		1,600					To enlarge and improve boarding department.
15,000		15,000					To improve the college buildings.

TABLE XXV.—Statistics of educational

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
PREPARATORY SCHOOLS.			
Oak Mound School	Napa, Cal.	George E. Goodman	Napa, Cal.
Connecticut Literary Institution.	Sufield, Conn. ....	.....	.....
Woodstock Academy	Woodstock, Conn.	{ Town of Woodstock	Connecticut.
Classical Institute	Waterville, Me.	{ Henry C. Bowen	Skowhegan, Me.
West Lebanon Academy	West Lebanon, Me.	Ex-Gov. Abner Coburn .....	.....
Phillips Academy	Andover, Mass.	Citizens	Lebanon, Me.
Williston Seminary	Easthampt'n, Mass.	Dr. E. Alden	Randolph, Mass.
.....	.....	Hon. Samuel Williston, deceased.	Easthampton, Mass.
Monson Academy	Monson, Mass.	Various persons	Monson, Mass.
Warren Academy	Woburn, Mass.	John Cummings	Woburn, Mass.
Phillips Exeter Academy	Exeter, N. H.	{ Nathaniel Gordon	Exeter, N. H.
Preparatory school of the College of New Jersey.	Princeton, N. J.	{ Jeremiah Kingman, dec'd	Gt. Barrington, N. H.
Union Classical Institute	Schenectady, N. Y. ....	.....	.....
Rogers High School	Newport, R. I.	{ Daniel Vedder, esq.	Schenectady, N. Y.
Lapham Institute	North Scituate, R. I.	{ I. A. De Remer, esq.	Schenectady, N. Y.
Burr and Burton Seminary	Manchester, Vt.	Mrs. H. B. Humphrey	Newport, N. I.
.....	.....	The alumni .....	.....
INSTITUTIONS FOR SECONDARY INSTRUCTION.			
St. Mary of the Pacific	Benicia, Cal.	Various persons	Atlantic States
Napa Collegiate Institute	Napa, Cal.	Various persons	California.
Urban Academy	San Francisco, Cal. ....	.....	.....
Laurel Hall	San Mateo, Cal. ....	.....	.....
Morgan School	Clinton, Conn.	Charles Morgan	New York, N. Y.
Stonington Classical Institute	Stonington, Conn. ....	.....	.....
Parker Academy	Woodbury, Conn. ....	.....	.....
The Wilmington Conference Academy.	Dover, Del.	Various persons	Delaware
Peabody Institute	St. Augustine, Fla.	Peabody fund .....	.....
West Florida Seminary	Tallahassee, Fla.	Peabody fund .....	.....
German Evangelical Lutheran School.	Addison, Ill.	Various persons .....	.....
Bunker Hill Academy	Bunker Hill, Ill. ....	.....	.....
St. Mary's School	Knoxville, Ill.	Hon. James Knox	Knoxville, Ill.
Saviour's College	St. Anne, Ill.	{ B. S. Sheffelin, esq.	New York, N. Y.
.....	.....	Miss Rebecca Snowdon	Philadelphia, Pa.
Waveland Collegiate Institute.	Waveland, Ind.	{ George Morse	Putnam, Conn.
Albion Seminary	Albion, Iowa.	Various persons .....	.....
Denmark Academy	Denmark, Iowa.	Various persons .....	.....
Lenox Collegiate Institute	Hopkinton, Iowa.	Seth Richards	Benton's Port, Iowa.
Cedar Valley Seminary	Ossage, Iowa.	Presbyterian congregations	Iowa.
Gethsemane Boys' Boarding School.	{ Gethsemane, Ky.	Various persons .....	.....
German and English Academy	Louisville, Ky.	{ Ben. Mattingly	St. Mary's, Ky.
St. Vincent's Academy	Fairfield, La.	{ Baron de Hédiamond	Gethsemane, Ky.
Hebrew Educational Society Institute.	New Orleans, La.	Charles F. Thum .....	.....
China Academy	China, Me.	Various persons	Shreveport, La.
Greely Institute	Cumberland, Me.	Hebrew Educational Society.	.....
Boys' School of St. Paul's Parish.	Baltimore, Md.	W. R. Hemmenway	Garland, Me.
Cotting High School	Arlington, Mass.	Members of St. Paul's Church.	Baltimore, Md.
Mrs. S. H. Hayes's Family and Day School.	Boston, Mass.	Dr. B. E. Cotting	Roxbury, Mass.
Hitchcock Free High School...	Brimfield, Mass.	Anonymous .....	.....
.....	.....	Sam'l A. Hitchcock, (dec.) .....	.....

Benefactions for 1874, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$25				\$25			For prizes.
20,000		\$20,000					To pay debt on new building.
1,600	\$1,000						To pay balance on debt.
50,000	50,000						On condition that \$50,000 more shall be raised to endow three other similar schools.
500		500					To enlarge building.
1,255	1,000						
600,000	485,000	50,000		230		\$25	\$100 for prize fund; \$130 for prizes; \$25 for bust.
					\$300,000	35,000	\$200,000 to be paid on settlement of estate, \$100,000 in about ten years, and \$300,000 after the death of Mrs. Williston.
535		535					For repairs.
8,000	(8,000)						For laboratories and salaries.
37,650				1,000			To found a scholarship.
109					36,650		
						100	To form nucleus of library.
45				25			
300		300		50			For prizes.
1,000							A telescope.
2,000	2,000						For repairs and photographs of Presidents, &c.
1,870		1,870					
9,250	9,250						For endowment.
200		200					For school-room furniture.
100							
35,000	35,000						For endowment, prizes, apparatus, &c.
10							
250	250						
6,000	6,000						
1,000	1,000						
600	600						
361	361						
5,000		5,000					Minerals and zoölogical specimens.
							For enlargement of building.
5,000							About \$2,000 in books, maps, globes, &c.
500		500					To assist in erecting new building.
2,000							
10,000	10,000						In 1,800 acres of land.
3,000	3,000						
1,000	1,000						
254		180					For lightning-rod and new construction.
		74					
400		400					Collection of minerals.
1,000	1,000						To erect a private chapel.
100		100					For repairs.
50		50					For new furnace.
3,000					3,000		For maintenance of fifteen beneficiaries.
150						150	Books for library.
200		200					For philosophical apparatus.
1,400	1,400						

TABLE XXV.—Statistics of educational

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
Nichols Academy.....	Dudley, Mass.	Hon. William Hancock.....	.....
Highland Institute	Petersham, Mass..	Hon. William B. Spooner.....	Boston, Mass.
Wesleyan Academy	Wilbraham, Mass.	.....	.....
Latimer Hall	Fenton, Mich. ....	.....	.....
Minneapolis Female Seminary.....	Minneapolis, Minn.	Dr. L. Butler.....	Minneapolis, Minn.
Red Wing Collegiate Institute.....	Red Wing, Minn..	Smithsonian Institution.....	Washington, D. C. .
Hazlehurst Peabody Public School.....	Hazlehurst, Miss..	Peabody fund.....	.....
Marionville Collegiate Institute.....	Marionville, Mo. ....	.....	.....
Proctor Academy	Andover, N. H.	Citizens	Andover, N. H.
Dartmouth Home School for Young Ladies.....	Hanover, N. H.	Mrs. H. Hitchcock, Mr. L. C. Clark, and Mr. J. B. Parker.....	Hanover, N. H.
Union School	Newport, N. H.	Thomas Gilmore.....	Newport, N. H.
Blanchard Academy	Pembroke, N. H.	Mrs. Betsy Whitehouse	Pembroke, N. H.
High School	Portsmouth, N. H. .	Hon. Frank Jones and Mrs. S. M. Demeritt.....	Portsmouth, N. H. .
New Hampshire Conference Seminary and Female College.....	Tilton, N. H.	Various persons .....	.....
Centenary Collegiate Institute.....	Hackettstown, N. J.	Hon. George J. Ferry.....	Orange, N. J.
St. Stephen's School.....	Millburn, N. J.	E. S. Renwick.....	Millburn, N. J.
Newton Collegiate Institute.....	Newton, N. J. ....	.....	.....
Union Academy	Shiloh, N. J.	Caleb Sheppard.....	Shiloh, N. J.
Ives Seminary	Antwerp, N. Y.	Charles Bright, J. S. Bacon, and others.....	.....
Attica Union School and Academy.....	Attica, N. Y.	Robert S. Stevens.....	Sedalia, Mo.
The Adelphi Academy.....	Brooklyn, N. Y.	Teachers and trustees of academy.....	.....
Gilbertsville Academic and Collegiate Institute.....	Butternuts, N. Y.	Miss Betsy Prentiss	Gilbertsville, N. Y. .
Canisteo Academy.....	Canisteo, N. Y.	Trustees.....	.....
Chappaqua Mountain Institute.....	Chappaqua, N. Y.	Elwood Burdsall.....	Port Chester, N. Y. .
Clarence Classical Union School.....	Clarence, N. Y.	Dr. Jared Parker.....	.....
East Hamburg Friends' Institute.....	East Hamburg, N. Y. ....	.....	.....
Friends' Seminary	Easton, N. Y. ....	.....	.....
Starkey Seminary.....	Eddytown, N. Y.	Various persons.....	.....
Fergusonville Academy.....	Fergusonville, N. Y.	Friends in New York and vicinity.....	.....
Glens Falls Academy	Glens Falls, N. Y. .	Various persons.....	.....
Hamburg Free School and Academy.....	Hamburg, N. Y.	Trustees.....	.....
Pike Seminary.....	Pike, N. Y.	Citizens	Pike, N. Y.
Pompey Academy	Pompey, N. Y.	Various persons.....	.....
Park Institute.....	Rye, N. Y.	Board of trustees .....	.....
Sandy Hill Union School and Academy.....	Sandy Hill, N. Y. .	L. W. Cruikhill and Chas. Stone.....	Sandy Hill, N. Y. .
Saratoga Springs Union School.....	Saratoga Springs, N. Y. .	John Morrissey.....	New York, N. Y.
Rogersville Union Seminary.....	South Dansville, N. Y.	Friends .....	.....
Friends' Academy.....	Union Spr'gs, N. Y.	Phebe H. Metford.....	New York, N. Y.
Howland School.....	Union Spr'gs, N. Y.	Various persons.....	.....
Mt. Airy Male High School.....	Mt. Airy, N. C.	S. S. Burton, A. B.	Mt. Airy, N. C.
Bloomingsburg Academy	Bloomingsburg, Ohio.....	Col. James Stewart, (deceased.).....	Bloomingsburg, Ohio.
Collegiate Institute.....	Canton, Ohio.....	.....	Canton, Ohio.....
Harlem Springs College.....	Harlem Springs, Ohio.....	Citizens.....	Harlem Springs, Ohio

benefactions for 1874, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$6,000					\$6,000		To aid young men studying for the ministry. For building fund. A good sidewalk. Case of minerals.
300							
600					600		
1,500		\$1,500					
800	\$300						
500							
4,000		4,000					
30						\$30	For the library.
100		100					For a bell.
1,000	1,000						For teachers' salaries.
500						500	For library.
3,000	3,000						
25,000		{ 15,000 }					To aid in erection of edifice.
1,200	1,200	{ 10,000 }					
3,000		3,000					For enlargement of boarding-house.
2,500	{ 500 }	{ 2,000 }					To pay indebtedness.
10,000	10,000						
3,300		3,300					For enlargement of building.
575						575	For library and apparatus.
600					600		For education of orphan children.
250		3,000					
3,000							
15,000	15,000						(Given in 1873.)
100	100						To cancel indebtedness.
1,200		1,200					
8,000	8,000						For endowment and building fund.
100		100					For purchase of cabinet-organ.
240		240					For apparatus.
250		250					For books and apparatus.
1,000	1,000						For repairs, books, and apparatus.
450		450					
2,000	2,000						
50							Picture and bust.
1,400	1,400						
2,210	1,800	350				60	
5,300		5,300					
800		800					
2,000							Two medals, as prizes for declamation and scholarship.
1,000	1,000						
6,000		6,000					

TABLE XXV.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Concluded.			
Lake Erie Female Seminary....	Painesville, Ohio....	Mrs. Wooly.....	Painesville, Ohio....
Umpqua Academy.....	Wilbur, Oreg.....	Various persons.....	
Keystone Academy.....	Factoryville, Pa....	{ M. Scanlan.....	Philadelphia, Pa....
Broad Street Academy.....	Philadelphia, Pa....	{ D. Kelly and J. Doherty..	Kellyville, Pa.....
Merrill's Academic School.....	Scranton, Pa.....	{ Joseph Linnott.....	Philadelphia, Pa....
Stewartstown English and Clas- sical Institute.	Stewartstown, Pa..	{ J. H. Scranton, Jas. Blair, and others.	
Susquehanna Collegiate Insti- tute.	Towanda, Pa.....	Students.....	
Flag Pond Seminary.....	Flag Pond, Tenn..	Various persons.....	
West Tennessee Seminary.....	Hollow Rock, Tenn	Patrons, and the Peabody fund.	
Hopewell Academy.....	Lincoln, Tenn....	Various persons.....	
		United Presbyterian con- gregations.	Indiana, Illinois, Ohio, and Penn- sylvania.
Le Moyne Normal and Com- mercial School.	Memphis, Tenn..	{ Dr. F. J. Le Moyne }	Washington, Pa.... }
		{ American Missionary Association.	
Shelbyville High School	Shelbyville, Tenn.	{ Superintendent and prin- cipal.	Shelbyville, Tenn. }
		{ Peabody fund.....	
Fulton Academy.....	Smithville, Tenn..	J. J. and W. R. Smith.....	
Barnes Institute.....	Galveston, Tex....		
Goddard Seminary.....	Barre, Vt.....	Various persons.....	
Derby Academy.....	Derby, Vt.....	Various persons.....	
St. Johnsbury Academy	St. Johnsbury, Vt.	Thaddeus Fairbanks.....	St. Johnsbury, Vt..
Berryville High School.....	Berryville, Va....	Peabody fund.....	
Leesburg Academy.....	Leesburg, Va.....	{ H. T. Harrison..... }	Leesburg, Va..... }
		{ Various persons..... }	
Richmond Institute.....	Richmond, Va.....		
Clarksburg Graded School.....	Clarksburg, W. Va.	Peabody fund.....	
Jefferson Liberal Institute.....	Jefferson, Wis....		
Kemper Hall.....	Kenosha, Wis....	{ Mrs. Peter Hubbell	Massachusetts
Lake Geneva Seminary.....	Lake Geneva, Wis	{ Citizens.....	Wisconsin
German and English Academy	Milwaukee, Wis..	Lieut. Com. W. H. Whit- ing, U. S. N.	
St. Catherine's Female Acad- emy.	Racine, Wis.....	Milwaukee School Associ- ation.	Milwaukee, Wis....
Jarvis Hall.....	Golden, Colo.....	Various persons, through the bishop of Colorado.	
St. John's School.....	Logan City, Utah..	Various persons.....	
Mission School of the Good Shepherd.	Ogden City, Utah..	Various persons.....	
Rocky Mountain Seminary.....	Salt Lake City, Utah.	Various persons.....	
LIBRARIES.			
Sacramento Library Associa- tion.	Sacramento, Cal..		
Odd Fellows' Library Associa- tion.	San Francisco, Cal.		
Young Men's Christian Asso- ciation Library.	San Francisco, Cal.		
Bridgeport Library.....	Bridgeport, Conn..		
Danbury Library.....	Danbury, Conn....		
Bill Library.....	Ledyard, Conn....		
Alton Public Library.....	Alton, Ill.....		

benefactions for 1874, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and gen- eral purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholar- ships, and prizes.	To aid indigent stu- dents.	Library and museum.	
5	6	7	8	9	10	11	12
\$500		\$500					For physiological apparatus.
3,500		3,500					
6,000							Two gold medals, for best examinations in mathematics.
							Two silver medals.
							One silver medal.
860		860					For library, apparatus, and cabinet-organ.
40						\$40	For dictionary, &c.
550		550					
700	\$700						
2,800		2,800					
700		700					
400	400						
1,520	{			\$20			For books for prizes.
10	1,500						
20		20		10			For prizes.
14,000	14,000						For repairs.
5,000							To pay debt.
2,500	2,500						
300	300						
5,200	{	1,200					In land.
8,500	8,500	4,000					To build a new academy and principal's house
800	800						
600							
5,600	{	5,000					For a chapel.
	600						To aid in lake-shore protection.
							Valuable shells, corals, sea-mosses, ferns, &c. from South Sea Islands.
1,500	1,500						
3,300							
3,000	3,000						
480				480			For annual scholarships.
800				800			To support one scholar.
521							
626						626	
1,650	500					1,150	
12,850						12,850	
971						971	
200						200	
50						50	
75						75	

TABLE XXV.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
LIBRARIES—Concluded.			
Public Library of Burlington ..	Burlington, Iowa ..	.....	.....
Davenport Library Association ..	Davenport, Iowa ..	.....	.....
State Historical Society of Iowa ..	Iowa City, Iowa ..	.....	.....
Richmond Library Association ..	Richmond, Me ..	Countess of Aberdeen ..	Scotland ..
Odd Fellows' Library ..	Baltimore, Md ..	.....	.....
Public Library of the City of Boston.	Boston, Mass ..	.....	.....
General Theological Library ..	Boston, Mass ..	.....	.....
Boston Athenæum Library ..	Boston, Mass ..	.....	.....
Massachusetts Historical Society.	Boston, Mass ..	.....	.....
Brockton Public Library ..	Brockton, Mass ..	.....	.....
Public Library ..	Brookline, Mass ..	.....	.....
Concord Free Public Library ..	Concord, Mass ..	.....	.....
Library of the American Antiquarian Society.	Worcester, Mass ..	.....	.....
Worcester Free Public Library ..	Worcester, Mass ..	.....	.....
Minnesota Historical Society ..	St. Paul, Minn ..	.....	.....
Library of the New Hampshire Historical Society.	Concord, N. H. ....	.....	.....
New Hampshire State Library.	Concord, N. H. ....	.....	.....
Juvenile and Social Library ..	Dublin, N. H. ....	.....	.....
Hollis Social Library ..	Hollis, N. H. ....	.....	.....
Portsmouth Athenæum ..	Portsmouth, N. H. ....	.....	.....
New Jersey Historical Society Library.	Newark, N. J. ....	.....	.....
Young Men's Christian Association Library.	New Brunswick, N. J. ....	.....	.....
Young Men's Christian Association Library.	Brooklyn, N. Y. ....	.....	.....
Buffalo Historical Society Library.	Buffalo, N. Y. ....	.....	.....
Flushing Library Association ..	Flushing, N. Y. ....	.....	.....
Wadsworth Library ..	Geneseo, N. Y. ....	.....	.....
Astor Library ..	New York, N. Y.	W. B. Astor ..	New York, N. Y.
Washington Heights Library ..	New York, N. Y. ....	.....	.....
Young Men's Christian Association Library.	New York, N. Y. ....	.....	.....
Library of the Court of Appeals	Syracuse, N. Y. ....	.....	.....
Library of the Historical and Philosophical Society of Ohio.	Cincinnati, Ohio ..	.....	.....
Mercantile Library Association	Cincinnati, Ohio ..	.....	.....
Fallsington Library Company ..	Fallsington, Pa ..	.....	.....
Apprentices' Library Company	Philadelphia, Pa ..	.....	.....
Baptist Historical Society ..	Philadelphia, Pa ..	.....	.....
Pawtucket Library Association	Pawtucket, R. I.	Gideon L. Spencer, esq ..	Pawtucket, R. I.
Lib'y of the Association of Mechanics and Manufacturers.	Providence, R. I. ....	.....	.....
Providence Athenæum ..	Providence, R. I. ....	.....	.....
Bowdon Literary Society ..	Tyler, Texas ..	.....	.....
Peabody Library ..	Post Mills Village, Vt. ....	.....	.....
Library of the State Historical Society of Wisconsin.	Madison, Wis ..	.....	.....
Young Men's Association Library.	Milwaukee, Wis ..	.....	.....
INSTITUTIONS FOR THE DEAF AND DUMB.			
Institution for the Education of the Deaf and Dumb.	Frederick, Md	Mrs. Joanna Bitzenberger.	Frederick, Md
Institution for the Improved Instruction of Deaf Mutes.	New York, N. Y. ....	.....	.....

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$485						\$485	For endowment fund.
400						400	
15	\$15						
163						163	
875						875	
5,000	5,000						
4,155	3,000					1,155	
1,842						1,842	
5,000	5,000						
460	460						Towards printing the catalogue.
1,000						1,000	
1,750						1,750	
1,133	1,108					25	
685	685						
125							
1,000	1,000						
300	300						
50						50	
150						150	
3,140	3,140						New book-case and library, furniture worth \$200.
150	150						
200						200	
1,000						1,000	
654	654						
35						35	
2,000	2,000						
3,000						2,000	
50						50	
3,100						3,100	
1,000	1,000						\$1,729 given to assist in commencing a reading-room.
672	672						
480	480						
5,071	5,000					71	
2,794	500					2,294	
315						315	
100						100	
1,300	800					500	
8,650	8,000					650	
280	230						
921	921						Lease of new rooms for 5 years.
500						500	
1,000	\$1,000						Used to purchase philosophical apparatus.
3,270							

TABLE XXV.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR THE DEAF AND DUMB—Concluded.			
New York Institution for the Instruction of the Deaf and Dumb.	New York, N. Y. .	Caleb Swan, esq . . . . .	.....
Pennsylvania Institution for the Deaf and Dumb.	Philadelphia, Pa. .	Jesse George, (deceased) . .	.....
Virginia Institution for the Education of the Deaf, Dumb, and Blind.	Staunton, Va.	Jno. J. Goodsen	Norfolk, Va.
Colorado Institute for the Education of Mutes.	Colorado Springs, Colo.	{ Colorado Springs Town, Colo. Maj. Henry McAllister ..	..... Colorado Springs, Colo.
MISCELLANEOUS.			
Free Industrial School for Boys and Girls.	Hartford, Conn.	Hon. Timothy M. Allyn. . .	Hartford, Conn.
Shelter for Homeless Women.	Chicago, Ill.	President U. S. Grant.	Washington, D. C. . .
Vigo County Orphans' Home.	Indiana.	Chauncy Rose	Terre Haute, Ind.
College of Music for Young Ladies.	New York, N. Y. .	.....	.....

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$500	\$500	.....	.....	.....	.....	.....
2,000	2,000	.....	.....	.....	.....	.....
553	553	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	13 acres of land.
.....	.....	.....	.....	.....	.....	.....	A printing-press.
100,000	.....	\$100,000	.....	.....	.....	.....	To establish the school.
500	500	.....	.....	.....	.....	.....
150,000	150,000	.....	.....	.....	.....	.....
1,000,000	1,000,000	.....	.....	.....	.....	.....	To establish a college.

TABLE XXVI.—*Publications, educational, historical, &c., for 1874; compiled, from publishers' announcements, by the United States Bureau of Education.*

Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.
1	2	3	4	5	6
Yale School of Fine Arts.....	New Haven, Conn.....	ART. The Gates of the Baptistery at Florence, by Lorenzo Ghiberti. By Prof. John W. Woit, Yale College.	18 by 42.....	.....	\$30 00
Lee & Shepard.....	Boston, Mass.....	Cast Catalogue of Antique Sculpture, by W. T. Brigham.	Large 4to.....	.....	12 00
Osgood, James R., & Co.....	do.....	Specimens of the Decoration and Ornamentation of the Nineteenth Century, by Richard.	Folio.....	.....	27 00
Do.....	do.....	Art in the House, by Jacob Falke. Translated by Harriet W. Preston.	Royal 8vo.....	.....	10 00
Do.....	do.....	Famous Painters and Paintings, by Mrs. J. H. Shedd.	4to.....	.....	.....
Do.....	do.....	Dictionary of Painters and Engravers, by S. Spooner. 2 vols. Enlarged edition.	4to.....	.....	.....
Do.....	do.....	The Antiquity of Engravings and the Utility and Pleasure of Prints, by W. S. Baker.	.....	.....	.....
Do.....	do.....	Discourses on Architecture. Translated by Henry Van Brunt. From Viollet-le-Duc.	.....	.....	.....
Do.....	do.....	Homes, and How to Make Them, by E. C. Gardner.	Square 12mo.....	.....	2 50
Do.....	do.....	The Story of a House. Translated by George M. Towle. From Viollet-le-Duc.	8vo.....	.....	5 00
Do.....	do.....	The Architectural Sketch-Book.....	Large 4to.....	.....	6 50
Do.....	do.....	Toschi's Engravings. Reproduced by the heliotype process, from the Gray Collection of Engravings.	4to.....	.....	10 00
Do.....	do.....	The Picturesque Architecture of Switzerland, by A. and E. Vavin.	4to.....	.....	12 00
Do.....	do.....	Raphael Pictures, with historical and critical notes, by M. T. B. Eméric-David.	4to.....	.....	10 00
Roberts Brothers.....	do.....	Modern Painters and their Paintings, by Sarah Tytler.	16mo.....	362	1 50
Do.....	do.....	The Old Masters and their Pictures, by Sarah Tytler.	16mo.....	363	1 50
Williams, A., & Co.....	do.....	Etching and Etchers, by Philip G. Hamerton.	8vo.....	.....	.....
Appleton, D., & Co.....	do.....	Modern Ornament and Interior Decoration, by A. P. Boyce.	4to.....	.....	3 50
New York, N. Y.....	do.....	Handbook of Perspective Drawing, (Krusi's Drawing Series, part 3,) by Hermann Krusi, A. M.	8vo.....	65	75
Bicknell, A. J., & Co.....	do.....	The Stopping Stone to Architecture, by Thomas Mitchell. New edition.	24mo.....	83	60
Ellsworth, H. W., & Co.....	do.....	Tracing Copy-Books, by H. W. Ellsworth. In 3 vols. No. A.	24 by 7.....	24	15
Holt, Henry, & Co.....	do.....	History of Fine Arts, by W. B. Scott.	.....	.....	.....
Hurd & Houghton.....	do.....	Architecture for General Students, by Caroline W. Horton.	16mo.....	300	1 50
Child, Orange, & Co.....	do.....	Hussey's National Cottage Architecture.	Royal 4to.....	.....	6 00
Routledge, George, & Sons.....	do.....	Pictures by Sir Edwin Landseer, with biographical sketch of the painter, by James Dafforne.	Folio.....	.....	15 00
Do.....	do.....	Pictures by Etty, with biographical sketch.....	Folio.....	.....	10 00
Do.....	do.....	Italian Painters and their Pictures, with descriptive notices.....	Folio.....	.....	10 00
Do.....	do.....	The Art of Figure Drawing, by T. H. Maguire.....	Folio.....	.....	8 00

Scribner, Armstrong & Co	do	A Theory of Fine Art, by Prof. Joseph Torrey. 1 vol	12mo.	1 50
Scribner, Welford & Armstrong	do	Elementary History of Art, by N. D. Anvers.	Crown 8vo	4 00
Van Nostrand, D	do	Free-Hand Drawing. Second edition.	18mo.	50
Wiley, John, & Son	do	Art Culture, by John Ruskin. Arranged by Rev. W. H. Platt. School edition.	12mo.	2 50
Do	do	Ariadne Florentina. Six Lectures on Wood and Metal Engraving. By John Ruskin, LL. D.	12mo.	1 09
Do	do	Manual of Topographical Drawing, by R. S. Smith, U. S. N. A. New edition.	8vo	2 00
Woolworth, Ainsworth & Co.	do	Bartholomew's National System of Industrial Drawing. Free-Hand. No. 3.	Oblong 8vo.	20
Eairst, Henry Carey	Philadelphia, Pa.	The Art of Designing Fancy Cotton and Woollen Cloths, by R. T. Ashton.	Folio	10 00
Do	do	The Manufacture of Colors for Painting, by MM. Riffault, Vergnaud, and Tourastant. Translated by A. A. Vesquet.	8vo	7 50
Gebbie & Barrie	do	Flemish and French Pictures, with Notes concerning the Painters and their Works, by F. G. Stephens.	Small 4to	12 50
BIOGRAPHY.				
Davis, T. H., & Co.	Norwich, Conn.	Lives of the Governors of Pennsylvania, by Wm. C. Armor	12mo.	3 50
Drake, Samuel G.	Boston, Mass	Life and Correspondence of Maj. Gen. Henry Knox, by Francis S. Drake.	8vo	3 00
Estes & Lauriat	do	The Lives of the Chief Justices of England, by Lord Campbell, (in 4 vols.) Vol. 2.	8vo	3 50
Do	do	Memoir of Thomas, First Lord of Denman, by Sir Jos. Arnould. 2 vols.	8vo	7 00
Do	do	Lives of the Lord Chancellors, and Keepers of the Great Seal of England, by Lord Campbell. (in 10 vols.) Vol. 1.	8vo	3 50
Little, Brown & Co	do	Life of Timothy Pickering, (vols. 2, 3, and 4,) by Chas. W. Upham	8vo	Per vol., 3 50
Do	do	Memoir of the Life of Josiah Quincy, Jr., 1744-1775, by his son, Josiah Quincy. Second edition. Edited by Eliza S. Quincy.	8vo	431
Lothrop, D. & Co.	do	Life of Charles Sumner, by J. and J. D. Chaplin	12mo.	1 50
Osgood, Jas. R., & Co	do	Yesterdays with Authors, by Jas. T. Field	12mo.	2 00
Do	do	Life of Thomas Jefferson, by James Parton	Crown 8vo.	3 00
Do	do	Theodore Parker: A Biography, by O. B. Frothingham	Crown 8vo.	3 00
Do	do	Life of Charles Dickens, by John Forster. 2 vols.	12mo.	4 00
Do	do	Life of Mrs. Barbauld, by Grace A. Ellis. 2 vols.	12mo.	5 00
Roberts Bros	do	Personal Recollections of Mary Somerville, by her daughter, Martha Somerville.	8vo	2 50
Do	do	Correspondence of William Ellery Channing, D. D., and Lucy Aiken.	12mo.	2 00
Do	do	Life of Thomas Brasse, by Sir Arthur Helps.	8vo	2 50
Do	do	The French Humorists, from the Twelfth to the Nineteenth Century, by Walter Besant.	8vo	2 50
Russell, B. B.	do	Life of Charles Sumner, by Rev. Elias Nason	12mo.	1 50
Appleton, D., & Co.	New York, N. Y.	Life of Samuel Lover, R. H. A., by Bayle Bernard.	12mo.	2 00
Bouton, J. W.	do	Confessions of William Henry Ireland. New edition. Introduction by Richard Grant White.	12mo.	2 00
Carter, Robert, & Bros	do	Autobiography of Thomas Guthrie, D. D., and Memoir, by his sons, Rev. D. K. and C. J. Guthrie, M. A., (in 2 vols.) Vol. 1.	12mo.	424
Catholic Publishing Society	do	Memorial of Thomas Ewing, of Ohio	Imperial 8vo	3 00
Dodd & Mead	do	David Crockett, by John S. C. Abbott	12mo.	1 50
Do	do	Life of Rear-Admiral John Paul Jones, by J. S. C. Abbott	12mo.	3 50
Ford, J. B., & Co	do	Life and Times of Sir Philip Sidney, by Mrs. S. M. Davis. New and revised edition.	12mo.	2 86
Francis, D. G	do	Life of John Wells, by T. G. Wells	8vo	145

TABLE XXVI.—*Publications, educational, historical, &c., for 1874, &c.—Continued.*

Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.
1	2	3	4	5	6
BIOGRAPHY—Concluded.					
Hale, E. J., & Son.....	New York, N. Y.	Life, Sermons, and Speeches of Rev. Numa F. Reid, D. D., by James W. and Frank S. Reid.	12mo.....	536	\$2 00
Harper & Bros.....	do	Life of John of Barneveld, by John L. Motley, D. C. L., LL. D., 2 vols.	8vo.....	330, 475	7 00
Do.....	do	Life of Andrew Hull Foote, Rear-Admiral, U. S. N., by Prof. Jas. M. Hoppin.	Crown 8vo.....	398	3 50
Holt, Henry, & Co.....	do	Essays in Military Biography, by Col. C. C. Chesney.	12mo.....	398	2 50
Do.....	do	Boswell's Life of Dr. Johnson. Condensed by C. H. Jones.	8vo.....	xli, 380	3 50
Hurd & Houghton.....	do	Life of Saml. Johnson, D. D., by E. E. Beardsley, D. D.	4to.....	1, 280	25 00
Johnson, Wilson & Co.....	do	Portrait Gallery of Eminent Men and Women of Europe and America, by Duyckinck. 2 vols.	.....	.....	.....
Mason, Albert.....	do	Autobiography of Francis Mason, D. D. Edited by Prof. W. C. Wilkinson.	12mo.....	336	1 50
Nelson & Phillips.....	do	Life of the Rev. D. W. Clark, D. D., Bishop of the M. E. Church, by Daniel Curry, D. D.	16mo.....	.....	1 00
Do.....	do	A Life that Speareth. A Biography of the late Rev. Geo. P. Wilson, by Rev. D. C. Knowles.	12mo.....	409	1 75
Do.....	do	Life and Times of Rev. Geo. Peck, D. D., written by himself.	18mo.....	395	1 00
O'Shea, P.....	do	Life of Most Rev. Oliver Plunkett, D. D., by Rev. P. F. Moran.	12mo.....	414	1 25
Pustot, Fr.....	do	Life of Anna Maria Taigi, Roman Matron, (1769-1837,) by E. H. Thompson, M. A.	12mo.....	337	1 75
Putnam's, G. P., Sons.....	do	Life of G. D. Bayard, late Capt. U. S. A., and Brig. Genl. of Volunteers, by S. J. Bayard.	12mo.....	333	2 50
Randolph, A. D. F., & Co.....	do	Life of Judelah Morse, D. D., by Wm. B. Sprague, D. D., LL. D.	12mo.....	.....	2 25
Routledge, Geo., & Sons.....	do	The Martyrs of Science. Lives of Galileo, Tycho Brahe, and Kepler, by Sir David Brewster. New edition.	8vo.....	.....	2 00
Do.....	do	The Great Dutch Admirals, by Jacob De Liefde.	Square 12mo.....	.....	1 50
Scribner, Arunstrong & Co.....	do	The Bric-a-Brac Series. Vol. 1. Personal Reminiscences by Chorley, Planché & Young.	Square 12mo.....	350	1 50
Do.....	do	The Bric-a-Brac Series. No. 2. Thackeray & Dickens.	Square 16mo.....	.....	1 50
Do.....	do	The Bric-a-Brac Series. Vol. 3. Prosper Mérimée's Letters to an Incognito, &c. Edited by R. H. Stoddard.	Square 12mo.....	.....	1 50
Do.....	do	The Bric-a-Brac Series. Vol. 4. Personal Reminiscences, by Barham, Har-ness, & Hoddler.	12mo.....	215	1 50
Sheldon & Co.....	do	Lincoln & Seward, by Hon. Gideon Welles.	12mo.....	414	1 50
Tibbals, N., & Sons.....	do	Autobiography and Journal of Rev. Herman Bangs. Edited by his daughter. Second edition.	8vo.....	.....	3 75
U. S. Publishing Co.....	do	Life of Charles Sumner, by C. Edwards Lester.	12mo.....	408	1 95
Whittaker, T.....	do	Memoir of Rev. Henry Martyn, B. D., by Rev. John Sargant.	12mo.....	.....	1 50
Applegate, Founsford & Co.....	Cincinnati, Ohio	Memoirs of Eminent Preachers in the Free-will Baptist Denomination. Edited by S. H. Barrett.	12mo.....	.....	.....

Author	Title	Place	Price	Per vol.	Per vol.
Posworth, Chase & Hall	History of a Great Mind. A Survey of the Education and Opinions of John Stuart Mill, by A. Hinsdale, A. M.	do	30	8vo	1 50
Do	Life of Elder Walter Scott, by William Baxter	do	450	12mo	2 00
Clarke, Robert, & Co	Memoir of a Washington, for Boys and Girls, by Mrs. T. R. Phelps.	do	215	12mo	1 50
Hitchcock & Walden	Story of a Wonderful Life, (John Wesley,) by Daniel Wise, D. D.	do	318	12mo	1 25
Winstach, Baldwin & Co	Life of Salmon P. Chase, by Robert L. Wardou	do	23	8vo	5 50
Cunningham, Peter F	Life of St. Thomas of Villanova.	do	352	12mo	1 50
Lalpincoff, J. E., & Co	Life of Charles Dickens, by John Forster. (In 3 vols.) Vol. 3.	do	600	12mo	2 00
Do	Memoirs of John Quincy Adams. Edited by Charles Francis Adams. Vols. 1, 2, and 3.	do	8vo	8vo	5 00
Do	Conversations of Goethe with Eckermann and Lorel. Translated by John Oxenford	do	13mo	13mo	1 50
Do	Life of Napoleon Bonaparte, by William Hazlitt. New edition. 3 vols.	do	Per vol.	Per vol.	1 50
Do	The Life of Benjamin Franklin, written by himself. Edited by Hon. John Bigelow. 3 vols.	do	Crown 8vo	Crown 8vo	2 50
Peterson, T. B., & Bros	Life of Edwin Forrest, by James Ross	do	524	12mo	1 00
Do	Autobiography of Edward W. Montagu. With a preface by R. S. Mackenzie, LL. D.	do	549	12mo	1 75
Porter & Coates	Celebrities of the Past and Present, by Malcolm Macouen.	do	240	12mo	1 50
Do	Eminent Orators and Statesmen, by David A. Harsha	do	8vo	8vo	2 75
Potter, J. E., & Co	Life of Horace Greeley, by L. D. Ingersoll	do	574	Royal 12mo	2 50
Davis, R. S., & Co	Life of Rev. David Elliott, D. D., LL. D., by Jas. J. Brownson, D. D.	Pittsburg, Pa.	85	12mo	2 50
Payot, Upham & Co	Handbook of Physical Training in Schools, by Charles J. Robinson, A. B.	San Francisco, Cal.	37	16mo	50
Brown & Gross	The Song-Land, a Book for High and Grammar Schools, &c., by Irving Emerson.	Hartford, Conn.	103	Oblong 12mo	50
Hadley Bros	English Grammar, by Mary V. Lee and Hiram Hadley	Chicago, Ill.	303	16mo	1 00
Sherrwood, George, & Co	Model First Reader, by J. Russell Webb	do	112	16mo	45
Millis & Co.	Class-Book of Geography of Iowa, and County, State, and Federal Government, by J. M. Ross.	Des Moines, Iowa.	62	Small 4to	60
Morton, J. P., & Co	A Practical and Critical Grammar of the English Language, by Noble Butler.	Louisville, Ky.	312	12mo	1 00
Do	The Child's Grammar, by E. M. Church	do	258	12mo	65
Do	The American Speaker, No. 1, by R. B. Hinton	do	144	12mo	60
Brower & Tiboston	The Franklin Sixth Reader and Speaker, by George S. Hillard and Homer B. Sprague.	Boston, Mass.	444	12mo	1 50
Ginn Bros	Questions and Exercises on Stewart's Lessons in Elementary Physics, by George A. Hill.	do	158	18mo	50
Do	Elements of English Language, by Bernard Bigsby	do	155	18mo	50
Do	The Reading Club and Handy Speaker, by George M. Baker, No. 1.	do	16mo	16mo	50
Do	The Columbian Speaker, by L. J. Campbell and O. Root, jr.	do	75	16mo	75
Do	Young Folks' Readings, by Prof. L. B. Monroe	do	8vo	8vo	75
Do	Manual for Railroad Engineers and Engineering Students, by Prof. George L. Vose.	do	8vo	8vo	75
Do	Critical Comments on the Introductory Portion of Dr. Clarke's Sex in Education, by William B. Greene.	do	15	12mo	15
Osgood, James E., & Co	The Building of a Brain, by Edward H. Clarke, M. D.	do	16mo	16mo	1 25
Roberts Bros	Record of Mr. Alcott's School. 3d edition, revised	do	297	12mo	1 50
Do	Sex and Education. Edited by Mrs. Julia Ward Howe.	do	293	16mo	1 25
Do	English Grammar, by Ed. Mackzner. Translated by Clair J. Greco, LL. D.	do	3 vols.	8vo	15 00

Catholic Publication Society	do	The Young Catholic's Illustrated Primer	16mo	1 35
Do	do	The Young Catholic's Illustrated Speller	16mo	1 00
Do	do	The Young Catholic's Illustrated First Reader	16mo	1 00
Do	do	The Young Catholic's Illustrated Second Reader	16mo	1 00
Do	do	The Young Catholic's Illustrated Third Reader	16mo	1 00
Do	do	The Young Catholic's Illustrated Fourth Reader	16mo	1 00
Ford, J. B., & Co.	do	Educational Reminiscences and Suggestions, by Catherine E. Beecher	16mo	1 00
Harper & Brothers	do	School Composition, by Prof. William Swinton, A. M.	16mo	1 00
Do	do	The School Harmonist, by J. Zundel and E. J. Ryan, Vocal edition	12mo	1 35
Do	do	The School Harmonist, by J. Zundel and E. J. Ryan, with piano accompaniment	12mo	1 00
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Do	do	History and Development of the English Verb, by Emil Schwedlger	8vo	57
Ivison, Blakeman, Taylor & Co.	do	Manual of French Poetry, for the use of schools, by A. H. Mixer, A. M.	12mo	550
Do	do	The Literary Reader, by George W. Cathcart, M. A.	12mo	438
Do	do	The Combination Speller, by James W. Shearer	16mo	108
Do	do	Military Lessons, by Prof. W. T. Welcker	12mo	175
Miller, James	do	Sex in Mind and Education, by Henry Maudsley, M. D.	16mo	36
Moulton, G. J.	do	Schemm's Statistics of the World, by Prof. Alexander J. Schemm, Atlas form.	8vo	25
Putnam's, G. P., Sons	do	Philosophy of English Literature, by Mrs. M. F. Armstrong and Helen W. Ludlow	8vo	50
Do	do	Handbook of Statistics of the United States, edited by W. C. Spaulding	12mo	318
Do	do	The Education of American Girls, edited by Anna C. Brackett	12mo	1 00
Do	do	Portable Atlas, by John Bartholomew, F. R. G. S.	Imperial 8vo	1 75
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Do	do	How to Teach, by Henry Kiddle, A. M., T. F. Harrison, and N. A. Calkins	12mo	1 75
Schermerhorn, J. W., & Co.	do	Masterpieces in English Literature, by Col. Homer B. Sprague, A. M.	12mo	2 25
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Do	do	The Art of Reading Music, by Mrs. L. B. Humphreys	8vo	2 00
Do	do	Good Selections, No. 2, by Prof. J. E. Frohisher	Square 8vo	75
Do	do	On Self-Culture, by J. S. Blackie	8vo	75
Scribner, Armstrong & Co.	do	Manual of Mythology, by Alexander S. Murray, 1 vol.	16mo	1 00
Do	do	The Fourth Reader, by E. A. Sheldon	Crown 8vo	368
Do	do	The Moral System, (text-book for schools and colleges,) by Prof. E. H. Gillett, D. D.	12mo	1 25
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Sheldon & Co	do	Patterson's Speller and Analyzer	40	40
Do	do	Patterson's Exercise Books	25	25
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Do	do	Exercise-Book for above, by Calvin Patterson	Small 4to	25
Do	do	New Physiology, by Worthington Hooker, M. D. Revised by J. A. Sewall, M. D.	12mo	1 60
Do	do	Do	xiv, 376	
Steiger, E.	do	The Rational Second Reader, by Dr. Ad. Douai	12mo	50
Do	do	The Rational First Reader, by Dr. Ad. Douai. Second edition	12mo	40
Do	do	Die neue Erziehung, by August Kohler	12mo	12, 90
Do	do	Rational Phonetic Primer, by Dr. Ad. Douai. Second edition	12mo	34
Do	do	Kindergarten Toys, and how to use them, by Heinrich Hoffmann	12mo	12, 65
Do	do	Do	12mo	30
Do	do	Do	12mo	33

Each,

TABLE XXVI.—*Publications, educational, historical, &c., for 1874, &c.*—Continued.

Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.
1	2	3	4	5	6
EDUCATION—Concluded.					
Steiger, E.	New York, N. Y.	Fröbel and the Kindergarten System.	12mo.	8	Free.
Do.	do	What is a Kindergarten? or Fröbel's System of Education briefly explained.	12mo.	4	Free.
Do.	do	Fröbel and the Kindergarten System of Elementary Education.	12mo.	19	15
Do.	do	Die Einordnung der Kindergärten in das Schulwesen der Gemeinde. After H. Goldammer.	12mo.	19	15
Do.	do	Das System der Kindergärten, after Fröbel. By A. B. Haenschmann.	12mo.	20	15
Do.	do	Drittes Lese- und Lehrbuch für Deutsche Schulen in den Vereinigten Staaten von Amerika, by Hermann Reiffelt.	12mo.	269	80
Do.	do	Das vierte Buch für Schule und Haus, by Hermann Reiffelt. First part.	12mo.	v, 119	40
Do.	do	Das vierte Buch für Schule und Haus, by Hermann Reiffelt. Second part.	12mo.	iv, 115	40
Van Nostrand, D.	do	How to become a Successful Engineer, by Bernard Stuart. Sixth edition.	18mo.	50	50
Wiley, John, & Son.	do	A Treatise on Astronomy; for use of Colleges and Scientific Schools, by William A. Norton. New edition.	8vo	3 50	3 50
Do.	do	William A. Norton. Second edition.	8vo	5 00	5 00
Darstun, Thomas W., & Co	Syracuse, N. Y.	Elementary Course of Civil Engineering, by D. H. Mahan. Second edition.	16mo.	155	1 00
Clarke, Robert, & Co.	Cincinnati, Ohio	Woman's Education and Health, by George F. Comfort, A. M., and Mrs. A. M. Comfort, M. D.			
Do.	do	Essays on Educational Reformers, by R. H. Quick, M. A.	Crown 8vo	331	2 00
Stevens, George E., & Co.	do	New Practical Speller, by George N. D. Wolford	12mo.	183	40
Wilson, Hinkle & Co.	do	Manual of the Constitution of the United States, by J. W. Andrews, D. D.	8vo	403	2 00
Do.	do	The Amateur Actor, edited by W. H. Venable			1 50
Do.	do	Lectures on the History of Pedagogy, by W. N. Hallahan, A. M.	12mo.	130	75
Do.	do	Elements of Physics, by Sidney A. Norton, A. M.	12mo.	286	1 12
Do.	do	First Lessons for Deaf Mutes, by William H. Latham.	16mo.	2 60	1 50
Butler, J. H., & Co	Philadelphia, Pa.	The Etymological Reader, by Epes Sargent and Amasa May		480	1 75
Do.	do	Oxford's Junior Speaker.			
Do.	do	Oxford's Senior Speaker.		432	1 50
Do.	do	Manual of English Etymology, by Epes Sargent.	12mo.	408	1 50
Claxton, Remsen & Haffelfinger	do	Fifth Reader, by Anna F. K. Diehl	12mo.	233	1 75
Do.	do	Exposition of the Constitution of the United States, by Henry Flanders, esq.	12mo.	375	1 50
Do.	do	Model Dialogues, compiled by William M. Clark.	12mo.	162	1 00
Do.	do	An Essay Contributing to a Philosophy of Literature, by B. A. M.	12mo.	162	1 20
Cowperthwaite & Co.	do	Greene's New Analysis. New and revised edition.			
Doughaday, J. W., & Co	do	Model Dialogues, by William M. Clark.	12mo.	375	1 50
Eldredge & Brothers	do	Exposition of the Constitution of the United States, by John S. Hart, L.L. D.	12mo.	100	60
Do.	do	A Grammar of the English Language, by John S. Hart, L.L. D.	12mo.	220	90
Do.	do	Language Lessons of Beginners, by John S. Hart, L.L. D.	16mo.	80	30
Do.	do	3,000 Practice Words, by Prof. J. W. Westlake.	16mo.	80	50
Evans, T. W., & Co	do	Manual of Ideography; or Easy Lessons in Short-Hand Writing.	12mo.	75	75
Garrett, F. & Co	do	One Hundred Choice Selections, No. 2, by Phineas Garrett.	12mo.	150	75

Lippincott, J. B., & Co.	do	do	do	Imperial 8vo	10 00
Do	do	do	do	12mo	1 00
Do	do	do	do	4to	10 00
McKinney, H. N., & Co.	do	do	do	12mo	25
Porter & Coates	do	do	do	12mo	1 75
Stoddard, J. M., & Co.	do	do	do	12mo	1 00
New England Publishing Company.	Hartford, Conn	do	do	18mo	1 00
Bachelder, John B.	Boston, Mass	do	do	8vo	1 50
Estes & Lauriat	do	do	do	Crown 8vo	2 50
Lee & Shepard	do	do	do	16mo	1 50
Osgood, James E., & Co	do	do	do	12mo	2 00
Do	do	do	do	12mo	2 00
Do	do	do	do	10 00	10 00
Roberts Brothers	do	do	do	Folio	2 50
Williams, A., & Co	do	do	do	Post 8vo	1 00
Appleton, D., & Co.	New York, N. Y	do	do	32mo	7 50
Barnes, A. S., & Co	do	do	do	Folio	80
Dodd & Mead	do	do	do	Square 8vo	1 50
Dutton, E. P., & Co	do	do	do	12mo	3 00
Harper & Brothers	do	do	do	4to	2 00
Do	do	do	do	8vo	2 50
Do	do	do	do	8vo	3 00
Do	do	do	do	8vo	3 50
Do	do	do	do	8vo	3 50
Do	do	do	do	12mo	3 00
Do	do	do	do	8vo	4 00
Do	do	do	do	8vo	3 50
Do	do	do	do	8vo	5 00
Holt, Henry, & Co	do	do	do	Large 12mo	2 50
Do	do	do	do	16mo	2 00
Hurd & Houghton	do	do	do	12mo	1 25
Nelson & Phillips	do	do	do	12mo	2 50
Putnam's, G. P., Sons	do	do	do	xi, iv, 316	32, 325
Do	do	do	do	12mo	1 50
Rondel, George, & Sons	do	do	do	12mo	1 50
Scribner, Welford & Armstrong	do	do	do	Royal 8vo	4 00
Scribner, Armstrong & Co.	do	do	do	12mo	1 50
Do	do	do	do	12mo	75
Do	do	do	do	4to	15 00

GEOGRAPHY AND TRAVELS.

Dictionary of Socias, Horieses, and Schools of Thought, edited by Rev. J. H. Blunt, M. A., F. S. A.	Imperial 8vo	211
The Greek Anthology, by Lord Neaves, Ancient Classics for English Readers, edited by Rev. W. Lucas Collins, M. A.	12mo	576
Dictionary of Poetical Quotations, by Albion.	4to	32
Lectures on the Nursery and Kindergarten, No. 1. Education of the Kindergarten, by Elizabeth F. Peabody.	12mo	672
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No Sex in Education, by Mrs. E. B. Duffey.	12mo	
Guide through the Connecticut Valley to the White Mountains and the River Sacunay, by Henry M. Burr.	18mo	298
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Sunny Shores; or Young America in Italy and Austria, by Oliver Optoe.	16mo	409
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The Amazon and Madeira Rivers, by Franz Koller.	Folio	80
Elementary Geography, by James Monteilh.	Square 8vo	366
Syrian Home Life, by Rev. H. H. Jessup, D. D.	12mo	
Hydrographic Geography of the United States, designed and drawn by Anna A. Heermann, engraved by Charlotte B. Cogswell.	4to	
Northern California, Oregon, and the Sandwich Islands, by Charles Nordhoff.	8vo	256
The Heart of Africa, by Dr. George Schweinfurth. Translated by Ellen E. Frewer. 2 vols.	8vo	
Coomassie and Magdala, by H. M. Stanley.	8vo	510
The Land of the White Elephant; Sights and Scenes in Southeastern Asia, by Frank Vincent, Jr.	Svo	316
Guide-Book for Travelers in Europe and the East, by W. P. Febridge. 3 vols.	12mo	
Arctic Experiences, edited by E. Volo Blake.	8vo	486
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A Tour in Russia, by Theophile Gautier. Translated by M. M. R.	12mo	
Satellite Guide for Europe, 1874.	16mo	32, 325
Sights and Insights; or, Knowledge by Travel, by Rev. H. W. Warren.	12mo	298
Recollections of a Tour Made in Scotland, A. D. 1803, by Dorothy Wordsworth. Edited by J. C. Sharp, LL. D.	12mo	xi, iv, 316
Egypt and Iceland in 1874, by Bayard Taylor.	12mo	
A Journey to the North Pole, by Jules Verne.	Square 16 mo	
"These Holy Fields," Palestine, by Rev. Samuel Manning, LL. D.	12mo	223
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Meridians; or, Adventures in South Africa, by Jules Verne.	12mo	365
Travels Across South America, by Paul Marcy. 2 vols.	12mo	75
	4to	15 00

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TABLE XXVI.—*Publications, educational, historical, &c., for 1874, &c.—Continued.*

Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.
1	2	3	4	5	6
Sheldon & Co.....	New York, N. Y.....	Across America; or, The Great West and the Pacific Coast, by Gen. James F. Rushing.	Large 12mo.	503	\$2 00
Weed, Parsons & Co.....	do.....	The Atchafalaya, by S. R. Stoddard	12mo.	204	1 00
Disturnell, J.....	Philadelphia, Pa.....	Sailing on the Great Lakes and Rivers of America, by J. Disturnell.	Small 4to	266	3 00
Lippincott, J. E., & Co.....	do.....	Europe Viewed through American Spectacles, by C. C. Fulton	8vo	1 75	1 75
Do.....	do.....	The Mammoth Land, by James J. O'Kelly	12mo.	1 75	1 75
Porter & Coates.....	do.....	The Wild North Land, by Capt. W. F. Butler	Crown 8vo.	22	50
Richmond & Patten.....	New Haven, Conn.....	HISTORY.			
Griggs, S. C., & Co.....	Chicago, Ill.....	History of the International, by Edmond Villetard. Translated by Susan M. Day.	12mo.	ix, 259	1 50
Allyn, John.....	Boston, Mass.....	America not Discovered by Columbus, by R. B. Anderson, A. M.	12mo.	104	1 00
Congregational Sabbath School and Publication Society.	do.....	History of Ancient Greece, by R. F. Fennell.	16mo.	130	1 00
Estes & Lauriat.....	do.....	History of the Missions of the American Board of Commissioners for Foreign Missions in India, by Rufus Anderson, D. D.	12mo.	xvi, 443	1 50
Do.....	do.....	Memories of Westminster Hall, by Rufus Anderson, D. D.	8vo		7 00
Gill, William F., & Co.....	do.....	Popular History of England, by Edward Foss, F. R. S.	8vo		25 00
Hoyt, Henry.....	do.....	Impeachment of the House of Brunswick, by Charles Knight. New edition.	12mo.		1 25
Lee & Shepard.....	do.....	Life of William, Prince of Orange, by Rev. T. M. Merriman	12mo.	450	1 75
Do.....	do.....	The Ancient City, by Fuseli de Coulanges. Translated by Willard Small.	Crown 8vo.	529	2 50
Do.....	do.....	Young Folks' History of the United States, by Col. T. W. Higginson.	16mo.		2 50
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Do.....	do.....	Myths and Heroes, by S. F. Smith, D. D.	12mo.		1 75
Do.....	do.....	Plymouth and the Pilgrims, by Joseph Banvard, D. D.	Square 16mo		1 25
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Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.
1	2	3	4	5	6
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TABLE XXVI.—*Publications, educational, historical, &c., for 1874, &c.—Continued.*

Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.
1	2	3	4	5	6
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Little, Brown & Co.	Boston, Mass.	Famous Trials: The Tielborne Claimant, &c., by J. T. Morse, jr.	Crown 8vo.	\$2 25
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TABLE XXVI.—*Publications, educational, historical, &c., for 1874, &c.—Continued.*

Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.
1	2	3	4	5	6
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Keen, Cooke & Co.....	Chicago, Ill.....	Treatment of Nervous and Eccentric Affections by Static Electricity, by Dr. A. Arthus. Translated by J. H. Etheridge, M. D.....	12mo.....	144.....	2 00
Laut, Parsons William.....	Boston, Mass.....	Medical Register for Massachusetts, by Francis H. Brown, M. D.....	16mo.....	ix, 296.....	2 00
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Appleton, D., & Co.....	New York, N. Y.....	Emergencies, and How to Treat Them, by Jos. W. Howe, M. D. Second edition.....	8vo.....	3 00

MEDICINE.

TABLE XXVI.—*Publications, educational, historical, &c., for 1874, &c.—Continued.*

Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.	
					4	5 6
1	2	3				
MEDICINE—Continued.						
Appleton, D., & Co.	New York, N. Y.	The Science and Practice of Medicine in Relation to Mind, by J. T. Dickson, M. A.	8vo.			\$3 50
Do.	do.	Responsibility in Mental Disease, by Henry Mandesley, M. D.	12mo.	314		1 50
Do.	do.	Surgical Diseases of the Genito-Urinary Organs, by E. W. H. Van Buren, A. M., M. D., and E. L. Keyes, A. M., M. D.	8vo.	672		5 00
Do.	do.	Body and Mind, by Henry Mandesley, M. D.	12mo.			1 50
Do.	do.	Health and Education, by Rev. Charles Kingsley, F. L. S.	12mo.			1 75
Do.	do.	Puerperal Diseases, by Kordyce Barker, M. D.	8vo.	536		3 50
Do.	do.	Medicine in Relation to Mind, by J. T. Dickson, A. M.	8vo.			3 50
Do.	do.	Clinical Lectures on Diseases of the Nervous System, by William A. Hammond, M. D. Edited by T. M. B. Cross, M. D.	8vo.			
Do.	do.	The Breath, and the Diseases which give it a Fetid Odor, by Joseph W. Howe, D. M.	12mo.			1 00
Eabbitt, E. D., D. M.	do.	The Health Guide, by E. D. Eabbitt, D. M.	12mo.	164		1 00
Do.	do.	Vital Magnetism, the Life Fountain, by E. D. Eabbitt, D. M.	16mo.			25
Doerckie & Tafel	do.	On Universality of the Homeopathic Law of Cure, by Charles Neidhardt, M. D. Second edition.	8vo.	37		30
Do.	do.	The Science of Homeopathy, by Charles Hempel, M. D.	8vo.	177		1 75
Do.	do.	Annual Record of Homeopathic Literature, 1874. Edited by C. G. Raue, M. D.	8vo.	376		3 00
Do.	do.	The Homeopathic Physician's Visiting and Pocket Repertory, by Robert Faulkner. Second edition.				2 00
Butts, A. K., & Co.	do.	Philosophy of Spiritualism and the Pathology and Treatment of Mediomania, by F. R. Marvin, M. D.	12mo.	68		1 00
Do.	do.	Veneral Diseases, by Dr. Robert A. Gunn.	8vo.	182		2 25
Harper & Bros.	do.	Hydrophobia, by H. Bouley. Translated by A. Liantard, M. D., V. S.	8vo.	61		35
Moulton, G. J.	do.	Conjugal Sin against the Laws of Life and Health, by A. K. Gardner, A. M., M. D. Revised edition.	12mo.	240		1 50
National Temperance Society	do.	The Medical Use of Alcohol and Stimulants for Women, by James Edmunds, M. D.	16mo.	96		60
Putnam's, G. P., Sons.	do.	Lectures on Bright's Disease, by George Johnson, M. D.	8vo.			2 25
Do.	do.	Sanitary Arrangements for Dwellings, by William Eassie.	8vo.			2 75
Do.	do.	Pathology and Treatment of Cholera, by John Murray, M. D.	12mo.			1 00
Do.	do.	An Epitome of Therapeutics, by W. Donnet Stone, Ph. D., F. R. C. S.	8vo.			4 25
Do.	do.	Alcohol: Its Combinations, Adulterations, and Physical Effects, by Col. J. G. Dudley.	12mo.	68		25
Do.	do.	Infant Diet, by A. Jacobi, M. D.	12mo.			75
Do.	do.	Winter Homes for Invalids, by Jos. W. Howe, M. D.	12mo.	205		1 50

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TABLE XXVI.—*Publications, educational, historical, &c., for 1874, &c.*—Continued.

1	2	3	4	5	6
Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.
NATURAL SCIENCES.					
Carmany, John H., & Co.....	San Francisco, Cal.....	Marine Mammals of the Northwest Coast of North America, by C. M. Scammon, Captain U. S. F. M.	4vo.....	319	\$10 00
Smithsonian Institution.....	Washington, D. C.....	The Constants of Nature. Part 1. Specific Gravities and Chemical Formule, by E. W. Clarke, S. E.	Royal 8vo....	vii, 263
Campbell, James.....	Boston, Mass.....	Anatomy of the Invertebrata, by C. Th. von Siebold. Translated by W. J. Barnet, M. D.	8vo.....	470	5 00
Estes & Lauriat.....	do.....	Half-Hours with Insects, by A. S. Packard, jr. In 12 parts. Part 1.	12mo.....	32	25
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Do.....	do.....	Insects of the Plant-House, by A. S. Packard, jr.	16mo.....	16, 478	2 50
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Do.....	do.....	Gigantic Outlets-Fish, by W. S. Kent, F. L. S., (Half-Hour Recreations in Popular Science, Dana Estes, editor. No. 13.	12mo.....	400	2 50
Gill, William F., & Co.....	do.....	Grasses and Forage Plants, by C. L. Flint. New edition, revised.	12mo.....	vol. 4, 38, 506	per vol., 10 00
Little, Brown & Co.....	do.....	History of North American Birds, by S. F. Baird, T. M. Brewer, and Robert Ridgway. In 3 vols.	Small 4to....	vol. 2, 6, 300	colored, 50 00
Osgood, James T., & Co.....	do.....	Life Under Glass, by George A. Shreve	16mo.....	111	1 00
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Naturalist's Agency.....	Salem, Mass.....	Field Ornithology, by Dr. Elliott Coues, U. S. A.	Royal 8vo....	300	2 50
Appleton, D., & Co.....	New York, N. Y.....	The New Chemistry, by Josiah P. Cooke, jr. 1 vol.	12mo.....	300	2 00
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Do.....	do.....	The Life and Habits of Wild Animals, by Joseph Wolf and Daniel G. Elliot, E. L. S.	Folio.....	122
Hurd & Houghton.....	do.....	The Butterflies of North America, by W. H. Edwards. Second series. No. 1.	4to.....	2 50
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Munn & Co.....	do.....	Science Record for 1874. Edited by Alfred E. Beach.	12mo.....	2 50
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Putnam's, G. P., Sons.....	do.....	Putnam's Elementary Science Series: Building Construction, by R. S. Barn, 2 vols.; Inorganic Chemistry, by W. B. Kemshead, F. R. S. S.; Zoology, by M. Harbison.	16mo.....	3 00
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TABLE XXVI.—*Publications, educational, historical, &c., for 1874, &c.—Continued.*

Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.
I	2	3	4	5	6
Lippincott, J. B., & Co	Philadelphia, Pa.	NATURAL SCIENCES—Concluded.			
Quaker City Publishing Company.	do	Tables for the Determination of Minerals by their Physical Properties. Translated from the German of Weisbach, by Persifor Frazer, jr.	12mo.		\$2 00
	do	The Wonders of the Great Deep, by P. H. Gosse.	8vo		2 00
	do	PHILOLOGY AND TRANSLATIONS.			
Griggs, S. C., & Co.	Chicago, Ill.	Boise's Greek Syntax.	12mo.	168	1 50
Allen, John.	Boston, Mass.	Demonstrations on the Crown. Revised edition, by Prof. W. S. Tyler.	16mo.	304	1 50
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Do.	do	Jobb's Electra of Sophocles, revised and edited by Prof. R. H. Mather.	16mo.	230	1 50
Ginn Brothers	do	Conspiracy of Catiline, Cicero, by J. H. Allen, W. F. Allen, and J. B. Greenough.	12mo.	84	1 00
Do.	do	The Edipus Tyrannus of Sophocles, by J. W. White.	12mo.	171	1 50
Do.	do	The Poems of Virgil. Vol. I, edited by J. H. and W. F. Allen, and J. B. Greenough.	12mo.	ix, 188	1 75
Do.	do	Cesar's Gallic War. Four books. Edited by Allen and Greenough.	16mo.		1 50
Howe, D. P., professor Union College.	do	Howe's Science of Language. Third edition revised.	16mo.	48	1 00
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Schoenhof & Modler	do	Introduction to the Teaching of Living Languages, without Grammar or Dictionary, by L. Sauvour, Ph. D., LL.D.	12mo.	76	50
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Barnes, A. S., & Co	New York, N. Y.	Elementary German Reader, by Prof. James H. Worman.	12mo.	145	1 25
Harper & Brothers	do	French Principia. Part I.	12mo.	viii, 378	1 75
Do.	do	Latin Hymns with English Notes, by F. A. March, J. L. D.	12mo.	xii, 333	1 75
Itolt, Henry, & Co.	do	Otto's German Primer, edited by Prof. E. S. Joyues, M. A.	Square 16mo	96	40
Do.	do	Introductory German Reader, edited by Dr. Emil Otto. New edition.			
Do.	do	German Conversation Grammar, by Dr. Emil Otto.	12mo.	448, 104	1 75
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Mason, Albert	do	All the French Verbs at a Glance, by Etienne Lambert.	16mo.	125	50
Mason, Baker & Pratt.	do	Idiomatic Key to the French Language, by E. Lambert and A. Sardou.	12mo.	189	1 50
Scribner, Armstrong & Co	do	Jowett's Dialogues of Plato. New edition. 4 vols.	Crown 8vo		8 00
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Steiger, E.	do	Second Classical German Reader, by Charles A. Schlegel.	12mo.	252	1 50
Do.	do	Key to Ahn-Grunt's First German Reader.	12mo.	7, 81	30
Do.	do	Key to Ahn-Grunt's Second German Reader.	12mo.	4, 116	35
Do.	do	Ahn's French Method, by Dr. P. Henn.	12mo.	8, 203	60
Do.	do	Key to Ahn's French Method, by Dr. P. Henn.	12mo.	48.	35
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Eldredge & Bro.	Philadelphia, Pa	The Andria and Adelphe of Terence. Edited by Prof. E. P. Crowell.	16mo.	204	1 25
Lippincott, J. B., & Co.	do	Ido, by C. W. Collins, A. M. Edited by W. S. Collins.	12mo.		1 00
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Estes & Lauriat.	Boston, Mass	The Vienna Exposition and the Philadelphia Centennial, by Charles Francis Adams, Jr.	8vo	53	
Do.	do	Religion and the State, by Alvah Hovey, D. D.	16mo.		1 25
Osgood, Jos. R., & Co.	do	The Indian Question, by Francis A. Walker.	16mo.	203	1 50
Appleton, D., & Co.	New York, N. Y	Descriptive Sociology, by Herbert Spencer. 1 vol.	Folio		5 00
Do.	do	Civilization Considered as a Science, by Geo. Harris.	12mo.		1 50
Do.	do	Chapters on Political Economy, by Albert Bolles.	12mo.		1 50
Do.	do	The Vatican Decrees in their Bearing on Civil Allegiance, by Rt. Hon. W. E. Gladstone, M. P.	8vo		25
Galbraith, Jr., Thomas	do	Benson; or, The New Economy. A Dialogue for the Industrial Classes on the Financial Question, by Thomas Galbraith.	12mo.	70	
Harper & Bros.	do	Some Leading Principles of Political Economy Newly Expounded, by J. E. Cairnes, M. A.	8vo	421	2 50
Do.	do	Politics for Young America, by Charles Nordhoff.	12mo.	259	1 25
Do.	do	The Communist Societies of the United States, by Chas. Nordhoff.	8vo	439	4 40
Hinton, L. Henry	do	Social Science, by Robert S. Hamilton.	12mo.	340	2 00
Do.	do	Present Status of Social Science, by R. S. Hamilton.	12mo.	310	2 00
Holt, Henry, & Co.	do	Democracy and Monarchy in France, by Prof. C. K. Adams.	8vo	544	2 50
Putnam's, G. P., Sons	do	England: Political and Social, by Augusto Langel. Translated by Prof. J. M. Hart.	12mo.		1 50
Do.	do	The Wealth of Nations, by Adam Smith. New edition.	12mo.	700	2 50
Do.	do	Sophisms of Protection, by Frederic Bastiat. Translation.	16mo.	xvi, 398	1 00
Do.	do	The Grange. A Study in the Science of Society, by Gracehus Americanus.	12mo.	245	1 25
Do.	do	Civil Liberty and Self-Government, by Francis Lieber. Edited by Theo. D. Woolsey. Third edition.	8vo	622	3 00
Lippincott, J. B., & Co.	Philadelphia, Pa	The Ways and Means of Payment. An Analysis of the Credit System, by Stephen Colwell. Second edition.	8vo		2 50
Do.	do	Grains for the Grangers, by Stephen Smith.	12mo.	255	1 75
THEOLOGY AND RELIGION.					
Griggs, S. C., & Co.	Chicago, Ill	A New Discussion of the Trinity, by Rev. F. H. Burris.	12mo.	xxxvii, 216	1 50
Jansen, McCharg & Co.	do	Report of the Trial of Rev. David Swing, for Heresy.	8vo	286	1 75
Drupei, F. Warren	Andover, Mass.	The Kingdom of Christ on Earth, by Prof. Saml. Harris.	8vo	225	1 75
Congregational Publishing Society.	Boston, Mass.	The Philanthropies; or, The Practical Workings of Christianity, by Rev. J. N. Parsons. Revised by Rev. E. N. Kirk, D. D.	16mo.	123	1 70

TABLE XXVI.—*Publications, educational, historical, &c., for 1874, &c.*—Continued.

Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.
1	2	3	4	5	6
THEOLOGY AND RELIGION—Continued.					
Gill, Wm. F., & Co	Boston, Mass	Modern Christianity a Civilized Heathenism	12mo.		\$1 25
Hoyt, Henry	do	Select Notes on the International Sabbath-School Lessons for 1875	8vo	159	1 25
Lothrop, D., & Co	do	Progress of Baptist Principles in the Last Hundred Years, by T. F. Curtis.	Large 16mo		1 50
Do	do	Christianity and Statesmanship, by William Hague, D. D. New, revised, and enlarged edition.	Large 16mo.		1 50
Noyes, Holmes & Co	do	Congregationalism, by Rev. H. M. Dexter, D. D. New and revised edition	12mo.		2 00
Osgood, James E., & Co	do	Illustrations of the Book of Job. Invented and engraved by William Blake.	4to.		10 00
Universalist Publishing House.	do	Our New Departure, by Rev. E. G. Brooks, D. D.	12mo.	357	1 75
Williams, A., & Co.	do	Biblical Standpoint Views of the Sonship of Christ, by Asa Wilbur	12mo.	184	50
Taylor, Martin	Buffalo, N.	Catholics and Roman Catholics, by an Old Catholic, (lit. Rev. A. C. Cox, D. D.)	16mo.	52	25
American Bible Union.	New York, N. Y.	Moses and Israel, by Rev. Franklin Johnson, D. D.	8vo	166	1 00
Do	do	The Mighty Worker. International Sunday-School Commentary. By George W. Clark, D. D.	8vo	162	1 00
Do	do	Heroes and Judges. International Sunday-School Commentary. Vol. 5. By Rev. Franklin Johnson, D. D.	8vo	199	1 00
Appleton, D., & Co.	do	Theology in the English Poets, Cowper, Coleridge, Wordsworth, Burns, by Rev. Stopford Brooke.	12mo.		2 00
Barnes, A. S., & Co	do	Commentary on Matthew, by Rev. Lyman Abbott. Part 3	8vo	61	25
Benton, J. W.	do	Ancient Symbol Worship, by H. M. Westropp and C. S. Wake	8vo		2 00
Butts, Asa K., & Co	do	Ancient Pagan and Modern Christian Symbolism, by Thomas Inman, M. D.	Royal 8vo	83	3 00
Do	do	Ancient Faiths Embodied in Ancient Names, by Thomas Inman, M. D. 2 vols.	8vo	1914	27 00
Carlton, George W., & Co	do	Genesis Disclosed, by Thomas A. Davies	12mo.	222	1 50
Do	do	Identity of Primitive Christianity with Modern Spiritualism, by Eugene Crowell, M. D.	12mo.		2 75
Carter, Robert, & Brothers.	do	Blending Lights, or the Relations of Natural Science, Archaeology, and History to the Bible, by Rev. William Fraser, LL. D.	12mo.	376	2 00
Do	do	Synoptical Lectures on the Books of Holy Scripture. Second series. Isaiah-Acts. By Rev. Donald Fraser, D. D.	12mo.	307	2 00
Do	do	Science and Christianity, by Andrew P. Peabody, D. D., LL. D.	12mo.		1 75
Do	do	Expository Notes on Joshua, by Rev. Howard Crosby	12mo.	236	1 00
Coddington, R.	do	Lectures upon the Devotion to the Most Sacred Heart of Jesus, by the Very Rev. T. S. Preston, V. G.	12mo.	189	1 00
Dodd & Mead.	do	Pulpit Eloquence of the Nineteenth Century, by Rev. H. C. Fish, D. D. New edition.	8vo		5 00
Do	do	Masterpieces of Pulpit Eloquence, by Rev. H. C. Fish, D. D.	8vo		5 00
Do	do	Petish in Theology, by Rev. John Miller	12mo.	238	1 75
Do	do	Prayer and the Prayer-Gauge, by Rev. Mark Hopkins, D. D.	16mo.		.....

TABLE XXVI.—*Publications, educational, historical, &c., for 1874, &c.—Continued.*

Name of publisher.	Place of publication.	3	4	Number of pages.	Retail price per copy.
1	2	3	4	5	6
THEOLOGY AND RELIGION—Concluded.					
Scribner, Armstrong & Co.....	New York, N. Y.....	Job, by Dr. Otto Zoekler. Translated and enlarged by Prof. Taylor Lewis and Professor Evans. (Lange's Commentary.)	8vo.....	.....	\$5 00
Do.....	do.....	God in Human Thought, by Prof. E. H. Gillett. 2 vols.,	8vo.....	.....	5 00
Do.....	do.....	The Paraclete. An Essay on the Personality and Ministry of the Holy Ghost, with Some Reference to Current Discussions.	12mo.....	.....	2 00
Tibbals, N., & Sons.....	do.....	Dictionary of the Bible, by William Smith, LL.D. New Sunday-school edition.	8vo.....	776	3 00
Do.....	do.....	The Bible Word-Book, by J. Eastwood, M. A., and W. A. Wright, M. A.	16mo.....	576	1 50
Do.....	do.....	Last Days of Christ on Earth, by A. G. Jennings.	16mo.....	116	75
Warren & Wyman.....	do.....	Mode of Baptism, by Rev. Samuel Hutclings.	12mo.....	280	1 25
Whitaker, T.....	do.....	Manual of Instruction on the Collects, Gospels, and Epistles, by Rev. G. W. Shinn.	12mo.....	145	25
Bloch & Co.....	Cincinnati, Ohio.....	The Martyrdom of Jesus of Nazareth, by Dr. Isaac M. Wise.	8vo.....	134	75
Bosworth, Chase & Hall.....	do.....	The Gospel Plan of Salvation, by Dr. T. W. Brents.	12mo.....	672	2 50
Do.....	do.....	Analysis of the New Testament, by R. Milligan, Vol. 1. The Gospels and Acts.	8vo.....	413	2 00
American Sunday-School Union	Philadelphia, Pa.....	Hand-Book on the International Sunday-School Lessons for 1874, by Rev. E. W. Rice. Part 2.	8vo.....	.....	10
Bible and Publication Society.....	do.....	Immersion Essential to Christian Baptism, by J. A. Broadus, D. D., LL. D.	24mo.....	66	08
Do.....	do.....	Apostolical Church Polity, by William Williams, D. D.	24mo.....	71	08
Claxton, Remsen & Haffelinger.....	do.....	Notes on Exodus, by Alfred Novin, D. D., LL. D.	12mo.....	381	1 50
Do.....	do.....	The Sabbath-School Help, by Alfred Nevin, D. D., LL. D.	12mo.....	96	50
Davis, R. S., & Co.....	do.....	High Church Episcopacy, by William Annan.	16mo.....	283	1 00
Lippincott, J. B., & Co.....	do.....	Day-Thoughts and Commentary on the New Testament, by R. T. Shaw.	12mo.....	.....	1 50
Do.....	do.....	Memorial-Book on the International Sunday-School Lessons for 1874, by Rev. E. W. Rice. Part 1.	12mo.....	188	1 25
Do.....	do.....	The Villages of the Bible, by Paxton Hood.	12mo.....	248	1 75
Lutheran Book-store.....	do.....	Infant Baptism and Infant Salvation in the Calvinistic System, by C. Krauth, D. D.	8vo.....	83	1 00
Percepino & Higgins.....	do.....	Gnomon of the New Testament, by J. A. Bengel. Translated by C. T. Lewis, A. M., and R. M. Vincent, A. M., 2 vols.	8vo.....	1905	9 00
Presbyterian Board of Publication.	do.....	The Presbyterian Digest, by Rev. William E. Moor, D. D.	8vo.....	.....	6 50
Do.....	do.....	Scholar's Hand-Book of the International Lessons for 1874. Part 1. The Pentateuch. By Rev. E. W. Rice.	8vo.....	.....	10
Quaker City Publishing Com- pany.....	do.....	Landmarks of Truth; or, Harmony of the Bible with Reason and Science, by D. M. Evans, A. B.	8vo.....	.....	3 00
Smith, English & Co.....	do.....	Solar Hierarchy. With an introduction by Rev. J. Grier Ralston, D. D.	16mo.....	136	75
Methodist Episcopal Church	Nashville, Tenn.....	Catechism of Bible History, by Bishop H. N. McTyghe.	8vo.....	290	25
Do.....	do.....	Commentary on the Acts of the Apostles, by Thomas O. Summers, D. D., LL. D.	12mo.....	411	1 75

Colby & Rich	Boston, Mass.	Agassiz and Spiritualism, by Allan Putnam.	12mo.	70	25
Appleton, D., & Co	New York, N. Y.	Agricultural Property and Products of the United States in 1840-'50-'60-'70, by Samuel Burgess.	8vo	50	50
Do	do	Native Races of the Pacific States, by H. H. Bancroft, (in 5 vols.) Vol. 1.	8vo	xlix, 797	6 60
Butts, A. K., & Co.	do	Epidemic Delusions, by F. R. Marvin.	12mo.	30	50
Dodd & Mead	do	Strength and Beauty. Discussions for Young Men. By Mark Hopkins, D. D.	12mo.	261	1 75
Do	do	The Children of the East, by Rev. H. H. Jessup, D. D.	16mo.		75
Harper & Bros.	do	Remains of Lost Empires. Sketches of the Ruins of Palmyra, Nineveh, Babylon, and Persopolis, by P. V. N. Myers, A. M.	8vo	531	3 50
Holt, Henry, & Co.	do	Literary Remains of Emanuel Deutsch.	8vo		4 00
Scribner, Armstrong & Co.	do	Life and Literature in the Fatherland, by John F. Hurst, D. D.	8vo	xx, 464	2 25

TABLE XXVII.—*Showing improvements in school-furniture, apparatus, ventilation, &c., patented in the United States for the year ended June 30, 1874.*

Names of patentees.	Residence.	Number.	Titles of patents.
1	2	3	4
Horton, Pemberton B.	San Francisco, Cal. .	144, 674	Blackboard-rubber.
Seward, Lewis A.	San Francisco, Cal. .	*5, 632	Apparatus for teaching music.
Muldaur, Elizabeth H.	Dover, Del.	140, 722	Alphabet block.
Poore, Charles	Lexington, Ill.	152, 303	Drawing-board.
Ketchum, Nathaniel S.	Rock Falls, Ill.	148, 712	School desk.
Higgins, Charles J.	Indianapolis, Ind.	142, 338	Dissected map.
Higgins, Charles J.	Indianapolis, Ind.	143, 760	School desk.
Higgins, Charles J.	Indianapolis, Ind.	148, 698	Slate and blackboard rubber.
Wilkins, John A.	Indianapolis, Ind.	145, 376	Combined drawing table and desk.
Grant, George H.	Richmond, Ind.	151, 873	School, hall, and church seat.
Wilber, Francis A.	Wabash, Ind.	140, 979	School desk.
Faries, Henry V.	Topeka, Kans.	150, 311	Slate-frame.
Elderton, William J.	Henderson, Ky.	146, 891	Device for teaching music transposition.
Knight, John A.	Auburn, Me.	147, 504	Drawing or writing table.
Merrill, Thomas	Portland, Me.	145, 068	Combined ruler and blotter.
Heymann, Jacob	Boston, Mass.	144, 027	Desk-cover.
Soper, Philo O.	Boston, Mass.	151, 928	Parallel-ruler.
Spalding, Cyrus G.	Boston, Mass.	146, 407	Adding-machine.
Mihan, Patrick	Cambridgeport, Mass.	151, 997	Means for ventilating buildings.
Rice, William A., and George.	Framingham, Mass.	143, 717	Map exhibitor and cabinet.
Meigs, Joe V.	Lowell, Mass.	151, 898	School furniture.
Brown, Obadiah B., and Henry G. Carey.	Malden, Mass.	145, 622	Music blackboard.
Robinson, Luther	Newton, Mass.	144, 413	Window-ventilator.
Curtis, Edwin T.	Calumet, Mich.	142, 151	Arithmetical frame.
Ruckel, Samuel R.	Jackson County, Mo.	151, 245	School seat.
Goonnan, William P.	Kansas City, Mo.	152, 224	School desk.
Stackpole, Greenleaf	Elizabeth, N. J.	144, 364	Rubber craser.
Schedler, Joseph.	Jersey City Heights, N. J.	143, 934	Apparatus for teaching geography.
Allen, Campbell.	Albany, N. Y.	146, 631	Syllabification of words.
Cooley, James	Albany, N. Y.	145, 930	Seat for school desks.
Browne, James W.	Brooklyn, N. Y.	150, 463	Window-ventilator.
Fowler, George B.	Brooklyn, N. Y.	148, 291	Drawing-tablet for children.
Holly, Henry W.	Brooklyn, N. Y.	144, 764	Rubber for slates and blackboards.
Joy, William A.	Brooklyn, N. Y.	147, 943	Parallel-ruler.
Valk, Lawrence B.	Brooklyn, N. Y.	142, 598	Ventilating buildings.
Whitman, Samuel.	Brooklyn, N. Y.	150, 920	Cooling and ventilating buildings.
Bande, William F.	Buffalo, N. Y.	146, 565	Alphabet case.
Hunt, Frank G.	Buffalo, N. Y.	147, 267	Blackboard.
Lyon, Comfort B.	Buffalo, N. Y.	144, 212	Revolving blackboard.
Bates, John C.	Cold Spring, N. Y.	141, 254	Window-sash ventilator.
Love, Samuel G.	Jamestown, N. Y.	149, 235	Apparatus for teaching arithmetic.
Murphy, John G.	Matteawan, N. Y.	144, 289	Slate-washer.
Blunck, Gustar	New York, N. Y.	141, 029	Parallel-ruler.
Cremin, Joseph W.	New York, N. Y.	151, 535	Slate-frame.
Harrington, Isaac.	New York, N. Y.	151, 971	Means for teaching fractions.
Jocelyn, Albert H.	New York, N. Y.	144, 104	Slate-frame.
Möller, Peter W.	New York, N. Y.	144, 917	Adjustable blackboard.
Moore, Charles C. and Jacob B.	New York, N. Y.	152, 670	Adding-machine.
Müller, Nicholas.	New York, N. Y.	143, 835	Toy-block for object-teaching.
McVicar, Malcolm	Potsdam, N. Y.	141, 369	Apparatus for teaching in schools.
Pool, Solomon.	Chapel Hill, N. C.	143, 164	Adding-machine.
Combes, Frank A.	Cleveland, Ohio.	145, 555	Ruler.
Reber, James	Nebraska, Ohio.	144, 289	Blackboard.
Bookwalter, George W. M.	Winchester, Ohio.	148, 170	Composition for slates, &c.
Russell, Eli F.	Portland, Oreg.	149, 884	Map-exhibitor.
Austin, Robert M.	Philadelphia, Pa.	140, 989	Combined ruler and blotter.
Barker, George R.	Philadelphia, Pa.	143, 868	Ventilator for buildings.
Harden, John H.	Philadelphia, Pa.	145, 174	Drawing-board trestle.
Holman, D. Shepherd	Philadelphia, Pa.	143, 347	Marking-pen.
Pullinger, Collin	Philadelphia, Pa.	142, 941	Ventilating window-sash.
Uhlinger, William P.	Philadelphia, Pa.	151, 177	School desk.
Roenick, John F.	Pittsburg, Pa.	147, 520	Blackboard-rubber.
Sharp, Richard.	Pittsburg, Pa.	149, 686	Composition for blackboards.
Ball, Hugh S.	Spartanburg, S. C.	145, 778	Pen-wiper.
Schafer, Daniel.	Parkersburg, W. Va.	144, 636	Writing-desk, &c.

* Reissue.

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